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**FIFTY-FIFTH ANNUAL REPORT**

**Vault 19**

of the

# **DEPARTMENT OF EDUCATION**

of the

**PROVINCE OF ALBERTA**

**1960**

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**PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY**

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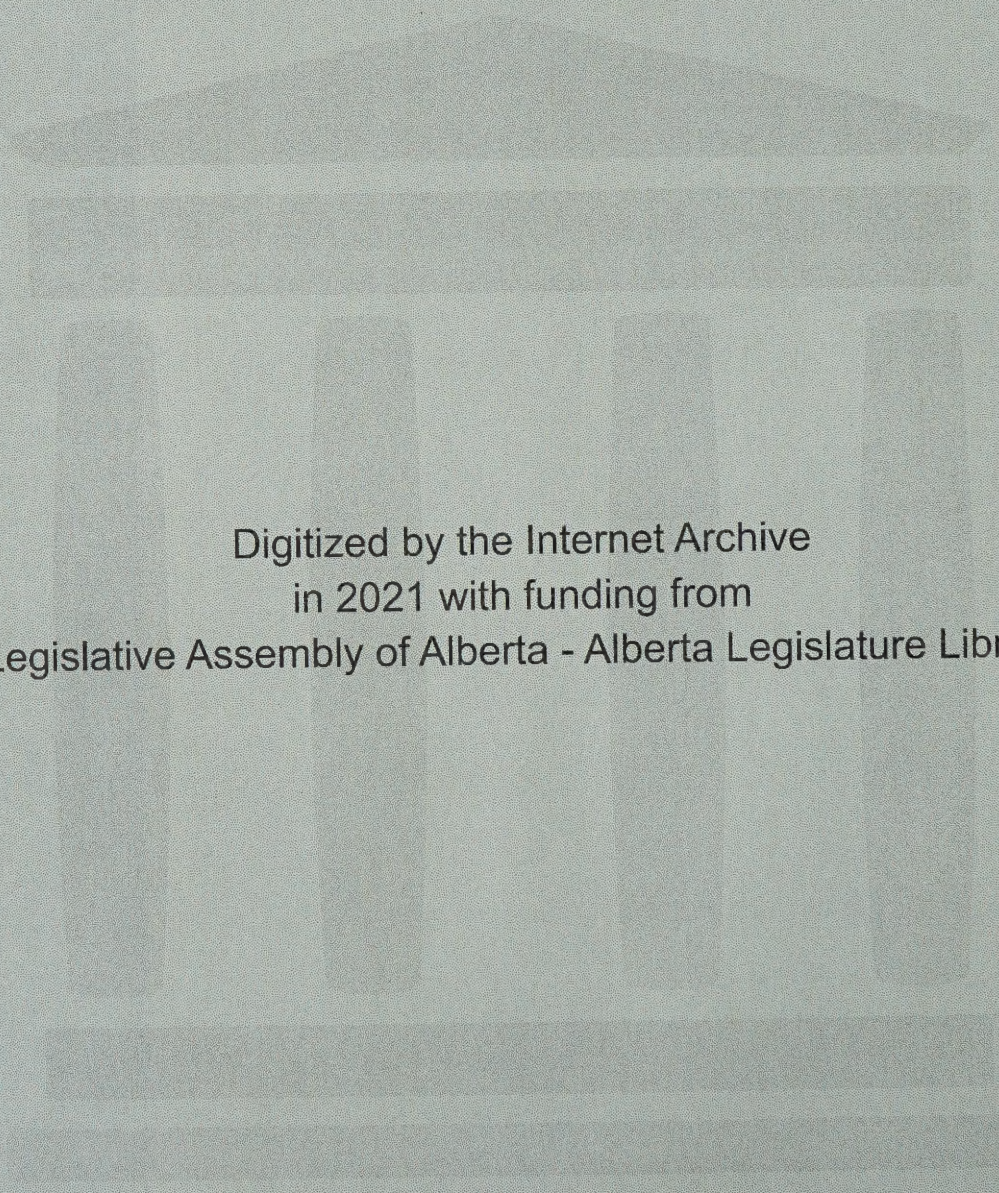


**EDMONTON**

Printed by L. S. Wall, Queen's Printer for Alberta

**1961**





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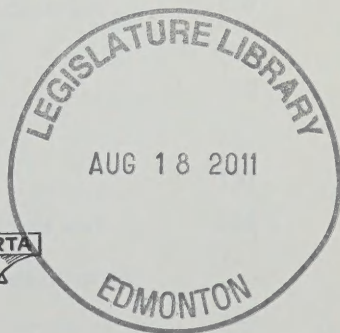
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Edmonton, February 1st, 1961

TO HIS HONOUR,  
JAMES PERCY PAGE,  
Lieutenant Governor of the Province of Alberta.

Sir:

I have the honour to transmit the Annual Report of the  
Department of Education for the school year 1959-60.

I remain, Sir,

Your obedient servant,  
ANDERS O. AALBORG,  
Minister of Education.





## REPORT OF DEPUTY MINISTER

THE HONOURABLE ANDERS O. AALBORG,

Minister of Education

Edmonton, Alberta

Dear Sir:

I have the honour to submit herewith the annual report of the Department of Education for the school year ended June 30, 1960. Statistical information relative to the financial operations of school boards covers the calendar year 1959.

### STAFF

Two significant appointments were made towards the end of the year being reported upon:

1. Mr. Donald R. Cameron, who had held in sequence the positions, Manager, School Book Branch, Registrar, Co-ordinator of Teacher Education and Chairman, Students Assistance Board, was named Principal, School for the Physically Handicapped. While the School was not yet ready for operation it was deemed desirable that the Principal be appointed so that he might participate in its planning and organization.

2. Mr. John P. Mitchell, formerly Supervisor of Industrial Arts, was similarly appointed to the principalship of the prospective vocational and technical school in Edmonton.

### LEGISLATION

The Legislature at the 1960 Session amended several of the Acts relating to education but the amendments involved clarification or minor changes rather than matters of principle. A new Act, An Act to Establish a Supplementary Retirement Fund for Teachers, made provision for pension benefits for certain teachers not eligible under the Teachers' Retirement Fund Act.

### ROYAL COMMISSION ON EDUCATION

The Report of the Commission established late in 1957 was presented to the Government in November 1959. It contained 280 recommendations bearing upon a variety of aspects of education. It became the immediate subject of study by the Department and a large number of organizations and individuals.

Copies of the Report were made available, gratis, to all organizations which had submitted briefs, to school boards, Alberta Teachers' Association, Home and School associations, members of the Legislative Assembly, press, radio and some other groups. Otherwise the Report was available by purchase from the Queen's Printer.

## THE EDUCATIONAL SCENE

1. Once again substantial increase in school operation statistics is reflected in this report.

	Last Report	This Report
Enrolment .....	261,554	289,424
School board expenditures .....	\$78,853,083 (1958)	\$90,325,929 (1959)

The continued expansion of the school system coupled with rising costs is creating a very considerable concern amongst those responsible for financing the schools.

2. The school building program for the year 1959 was at much the same tempo as in previous recent years. The cost of buildings completed was \$31,057,253. Of this 40.46% was met by way of grants under The School Buildings Assistance Act. The remainder was financed almost entirely by way of debenture borrowings from the Municipal Financing Corporation.

3. While the teacher shortage cannot yet be said to be overcome, especially in terms of quality, it may be noted that enrolments in the Faculty of Education were, in 1959-60, at an unprecedented high, the number of full-time students being 1727. The major shortage is now to be found at the high school level. In this regard it may be noted that increased numbers of arts and science graduates are enrolling in the one year course leading to certification. Alberta continues to attract a substantial number of teachers from other jurisdictions.

During 1959-60 both Lethbridge Junior College and Camrose Lutheran Junior College, the latter being a private institution affiliated with the University of Alberta, enrolled students in the first year of the two year program leading to certification.

4. Your Deputy Minister was appointed during the year to the chairmanship of the National Advisory Council on School Broadcasting, a position usually held for three years. The Council advises the C.B.C. with respect to school broadcasts thereby achieving a liaison between the provinces, which have legal jurisdiction over education, and the C.B.C. as a service agency.

The Council is finding that it must increasingly give attention to the potentialities of television as an educational medium, a problem that also faces departments of education and school systems. In Alberta, as reported elsewhere in this report, we have continued modest experimentation in this regard.

In June 1960, there was held a two day conference on educational television. While sponsored by the Alberta Federation of Home and School Associations and other bodies, our Supervisor of School Broadcasts, Mr. Morton, played a large part in effecting the arrangements. A grant from the Ford Foundation enabled four Albertans to visit centers in the United States where television was being actively used.

Respectfully submitted,

W. H. SWIFT,

Deputy Minister



# Report of the Division of Instruction

(T. C. Byrne)

Chief Superintendent of Schools

The responsibility for directing the provincial public school service and maintaining desirable standards of instruction in the classroom lies with the Division of Instruction. The following branches function within the division:

The Supervisory and Evaluation Branch  
The Curriculum Branch, which includes the  
Teacher Service Bureau, Audio-Visual Aids,  
School Broadcasts, Examinations and Editorial and  
Library Service,  
Education of Exceptional Children  
Board of Teacher Education and Certification  
Teacher Certification and Records  
Co-ordinator of Teacher Education

Reports from the above-mentioned branches appear hereunder:

## STAFF

H. C. Sweet, B.A., B.Ed., Assistant Chief Superintendent

### High School Inspection Staff:

G. L. Berry, M.A., B.Ed.  
E. D. Hodgson, M.Ed. (on leave of absence)  
J. C. Jonason, M.A., Ed.D.  
L. W. Kunelius, B.Sc., M.A.  
H. A. MacNeil, M.Ed.  
O. Massing, B.A., M.Ed.  
R. E. Rees M.A., Ph.D.  
F. M. Riddle, B.Sc., B.Ed.

### Special Supervisors:

J. P. Mitchell, B.Sc., Ed.M.  
A. Berneice MacFarlane, B.Ed., M.Sc.  
A. A. Aldridge, B.A., Ed.M.

## STAFF CHANGES

Mr. Ernest D. Hodgson, formerly stationed at Red Deer, was on leave of absence from his duties as high school inspector completing studies leading to the Ph.D. degree at the University of Alberta. Dr. Robert E. Rees, who had been absent from his position as

inspector of high schools in the Edmonton south zone, serving as Secretary of the Royal Commission on Education, returned to assume his original duties. Mr. Raymond C. Ohlsen on leave from the post of superintendent of schools for Barrhead carried on studies leading to a Master's degree in Educational Administration at the University of Alberta. Similarly, Mr. Olaf P. Larson, Superintendent of Newell County, pursued studies at the University of Oregon leading to the degree of Doctor of Education.

Mr. H. A. MacNeil, M.Ed., formerly superintendent of schools for the Bonnyville School Division was appointed as inspector of high schools for the Lethbridge zone to replace Mr. C. B. Johnson who has resigned from the provincial service. Mr. F. M. Riddle, B.Sc., B.Ed., who had held the post of superintendent of schools for East Smoky was appointed to the high school inspection staff to assume responsibility for the high schools of the Peace River zone, with headquarters at Grande Prairie. He is the first high school inspector for the northern area who has resided within his territory.

Mr. Donald R. Cameron was appointed Co-ordinator of Teacher Education to replace Mr. Aubrey Earl, who resigned to join the staff of the Faculty of Education. Mr. Cameron has served the Department as Manager of the School Book Branch and as Registrar. Mr. Cameron combines with the duties of Co-ordinator of Teacher Education those of the chairmanship of the newly established Students Assistance Board. Succeeding Mr. Cameron as Registrar was Mr. Ivan J. Sheppy, formerly superintendent of schools, Lac Ste. Anne Division. Mr. Sheppy has served the Department as Supervisor of Examinations as well as superintendent of schools.

Several principals and teachers in Alberta schools were selected to fill vacancies on the provincial staff of superintendents. Mr. John B. Percevault, B.Ed., principal of the Barons Consolidated high school was appointed superintendent of the Bonnyville School Division. Mr. Steve N. Odynak, B.Ed., of the Willingdon high school accepted the superintendency at Lac La Biche. Mr. John H. Toews, M.Ed., principal from the Lethbridge School Division was allocated to the position of superintendent of the East Smoky inspectorate. Mr. Gordon James Rancier, B.Ed., formerly principal of schools at Killam is now the superintendent at Acadia Valley. Mr. T. E. Giles, M.Ed., in charge of the Peace River high school at the time of his appointment accepted the Fort Vermilion post. Mr. J. E. Reid, B.Ed., formerly superintendent of the Biggin Hill District, was designated superintendent of schools for Castor and Neutral Hills. Mr. Allan F. Brown, B.A., B.Ped., M. Ed., who had been on the research staff of the Alberta Royal Commission on Education at the time of his appointment now holds the post of Superintendent-at-large.

Mr. Walter Hryciuk, B.A., B.Ed., who had been vice-principal at Stettler was appointed to the Barrhead Division during Mr. Ohlsen's leave of absence. In addition, the Department appointed temporarily Mr. F. Betton, who was assistant to the superintendent at Newell County to serve as its superintendent during Mr. Larson's leave of absence.



The following transfers took place within the departmental staff of superintendents:

<b>Name</b>	<b>Formerly of</b>	<b>Allocated to</b>
J. H. Blocksidge	Lamont	Vermilion School Division
G. Filipchuk	Lac La Biche	Lamont School Division
J. S. Hrabí	Supt.-at-large	Killam School Division
A. D. Jardine	Fort Vermilion	Edson School Division
A. E. Kunst	Castor	Taber School Division
C. N. Laverty	Foothills	Calgary Non-Divisional Districts
R. Leskiw	Killam	County of Forty Mile
S. D. Simonson	Vermilion	Foothills School Division
C. M. Ward	Acadia Valley	Lac Ste. Anne School Division

## **SUPERINTENDENTS' MEETINGS**

### **Annual Conference**

The annual conference of provincial superintendents continues to be the major meeting of the year. This conference includes by invitation the majority of locally appointed superintendents. The purpose of the conference is to enhance the professional competence of its members.

The 1960 conference, held during January, in the Alberta School for the Deaf, studied pertinent recommendations of the Alberta Royal Commission. A major address during the three-day session was delivered by Mr. John Finlay who reported on his study of school board expectancies for the provincial superintendent. As in former years, members of the Faculty of Education provided a panel discussion on the pre-service education of teachers. The panel this year dealt with preparation for the teaching of the social studies.

### **Workshop for Beginning Superintendents**

A one-week meeting of all beginning superintendents was held at the Department of Education immediately prior to the Annual Conference. The purpose of this workshop was to provide insights for the members of the group into the duties of provincial superintendents deriving from four months of field experience. Nine superintendents participated in the session.

Throughout the week the group considered such topics as these: trends in administrative theory; relationships with principals, school boards and other departmental officials; the purposes of principals' associations; in-service education. A unique feature of the workshop was the use of "case studies" to explore more realistically the role of the superintendent.

### **Zone Meetings**

As has been reported in previous years, the province is divided into six zones in each of which superintendents and the resident

high school inspectors meet periodically to confer on and to study matters related to their duties. The Chief Superintendent attended each of these meetings (twenty-four in all) to take part in the discussions and to provide provincial co-ordination and leadership.

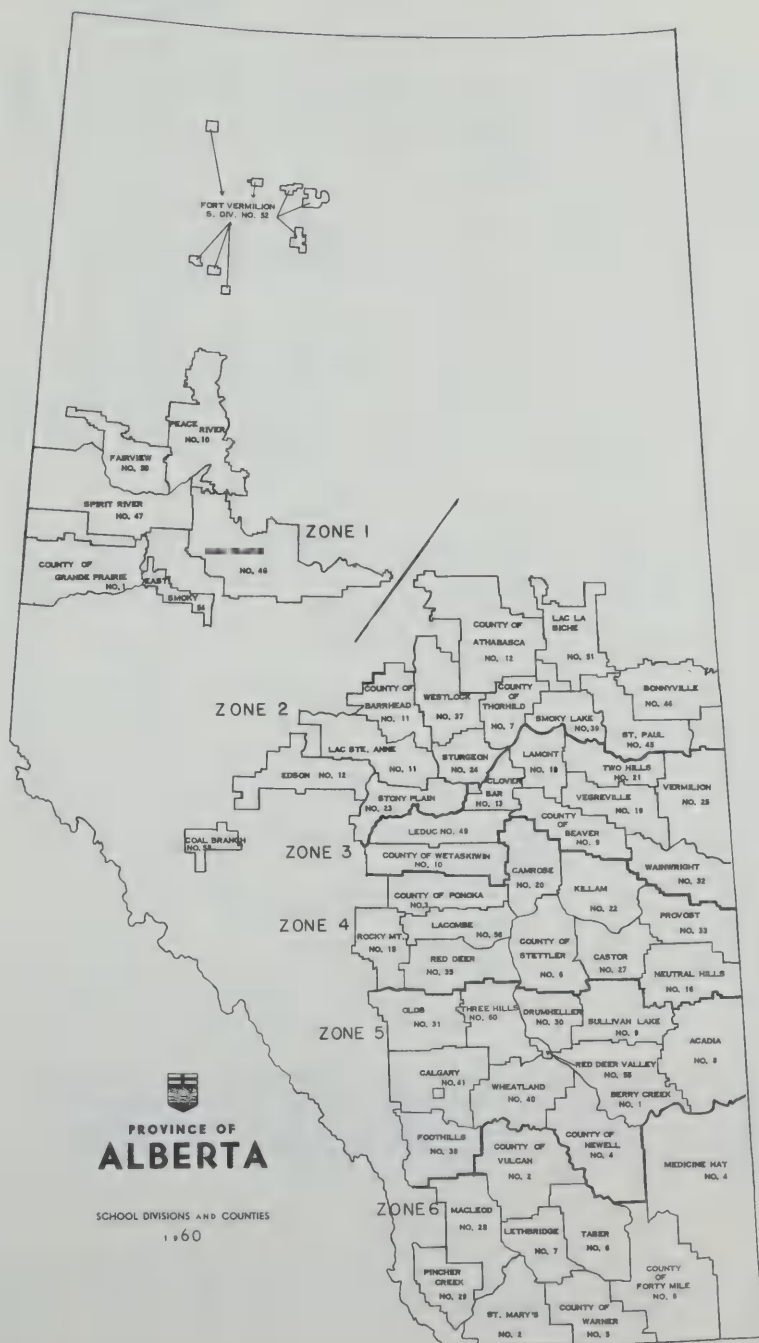
Each zone usually selects a theme for more intensive and extended study in addition to considering current topics of interest. Throughout the year such matters as these occupied the attention of one or other of the six zones: the principles of budgeting; pre-service education of teachers; an appropriate administrative organization; the evaluation of student progress. One zone concerned itself with the development of a zone-wide testing program for grades X and XI; another studied the role of the assistant superintendent within the administrative organization; still another organized regional workshops for the in-service education of principals.

Pertinent selections of the Report of the Royal Commission were studied by the entire group of zones. The Report stimulated discussion on a variety of matters such as teacher education, accreditation, community colleges and supervision.

### **Urban Superintendents' Conference**

During December of 1959 a meeting of urban superintendents was organized by the Chief Superintendent of Schools. This group of locally appointed school executives has grown, over the years, to fourteen in number. Directly responsible for the education of more than half of the province's school population, the members of this group are exceedingly important in the administration of our schools. The Urban Superintendents' Conference is one of more significant meetings sponsored by the Department of Education.

This year's meeting was devoted to a study of Royal Commission recommendations. Such matters as the accreditation of school districts, and the education of exceptional children received attention. Members of the Division of Administration in the Faculty of Education served as consultants particularly for the discussion on administrative organization. Various officials of the Department discussed problems of relationships between local and central government.





INSPECTORS OF SCHOOLS AND SUPERINTENDENTS OF SCHOOL DIVISIONS  
AND COUNTIES

	ROOMS			
	June 30, 1960			
	Elementary and Intermediate		High School	Total
Div.	Non-Div.	Div.		
N. J. Andruski, M.Ed., County of Grande Prairie No. 1.....	78	—	14	92
J. B. Bell, B.A., B.Ed., County of Warner No. 5 .....	71	6	22	99
F. Betton, B.Sc., County of Newell No. 4 .....	57	20	34	111
E. H. Bliss, B.A., B.Ed., Three Hills No. 60.....	66	3	21	90
J. H. Blocksidge, B.A., B.Ed., Vermilion No. 25 .....	93	3	22	118
A. F. Brown, B.A., M.Ed., Superintendent at Large .....	—	—	—	—
T. K. Creighton, M.A., County of Stettler No. 6 .....	61	—	15	76
W. R. Dean, B.A., B.Ed., Drumheller No. 30 and Red Deer Valley No. 55.....	53	7	18	78
E. M. Erickson, B.A., B.Ed., County of Wetaskiwin No. 10.....	70	33	26	129
F. B. Facey, M.A., Vegreville No. 19 .....	72	7	24	103
O. Fadum, M.Ed., High Prairie No. 48 .....	98	47	25	170
G. Filipchuk, M.Ed., Lamont No. 18 .....	72	—	25	97
M. G. Gault, B.S.A., B.Ed., County of Athabasca No. 12 .....	76	7	16	92
T. E. Giles, M.Ed., Fort Vermilion No. 52 .....	19	2	22	75
I. Goresky, M.A., M.Ed., County of Thorhild No. 7 .....	51	1	13	74
H. J. Hall, M.Ed., Rocky Mountain No. 15 .....	60	1	17	96
L. G. Hall, B.A., M.Ed., Wainwright No. 32.....	82	36	35	153
J. R. S. Hamby, B.Sc., M.Ed., Camrose No. 20 .....	127	6	23	156
F. Hannechuk, B.A., B.Ed., Stony Plain No. 23 .....	41	19	8	68
W. G. Hay, M.A., Berry Creek No. 1 and Sullivan Lake No. 9 .....	69	8	24	101
G. F. Hollinshead, B.Sc., B.Ed., Calgary No. 41.....	59	13	19	96
M. Holman, M.Ed., Wheatland No. 40 .....	103	—	27	135
S. W. Hooper, B.Sc., M.A., Olds No. 31 .....	65	26	23	114
S. H. Hrabi, B.A., M.Ed., Killam No. 22 .....	72	—	16	88
W. Hryciuk, B.A., B.Ed., County of Barrhead No. 11 .....	—	—	—	—
A. D. Jardine, B.Sc., M.Ed., Edson No. 12 and Coal Branch No. 53 .....	126	12	19	157
W. S. Korek, B.Sc., B.Ed., Macleod No. 28 .....	60	18	25	103
H. A. Kostash, B.A., B.Ed., Smoky Lake No. 39 .....	50	—	22	72
A. E. Kunst, B.A., B.Ed., Taber No. 6 .....	86	18	32	136
C. M. Laverty, B.A., B.Ed., Calgary Non-Divisional Districts .....	—	279	—	279
Russell Leskiw, B.Ed., County of Forty Mile No. 8 .....	56	—	11	67
R. F. McCormick, B.Sc., B.Ed., Provost No. 33 .....	36	6	11	53
R. V. McCullough, A.B., Red Deer No. 35 .....	120	35	60	215
E. G. McDonald, B.A., B.Ed., Westlock No. 37 .....	81	5	21	107
W. D. McGrath, B.Ed., Peace River No. 10 .....	85	19	20	124
J. A. McKay, B.Sc., M.A., Medicine Hat No. 4 .....	50	51	14	115
Munro Macleod, M.A., Edmonton Non-Divisional Districts .....	—	117	—	117
O. L. Matson, B.Sc., B.Ed., Spirit River No. 47 .....	67	3	15	85
C. G. Merkley, B.Sc., M.Ed., St Mary's River No. 2 .....	96	2	20	118
E. C. Miller, B.A., Lethbridge No. 7 .....	108	9	30	147
N. Myskiw, B.Sc., B.Ed., Two Hills No. 21 .....	63	2	20	85
S. N. Odynak, B.Ed., Lac la Biche No. 51 .....	61	13	11	80
J. B. Percevault, B.Ed., Bonnyville No. 46 .....	78	72	38	188
H. A. Pike, B.Ed., County of Beaver No. 9.....	30	—	23	103
C. Pyrch, B.A., B.Ed., Leduc No. 49 .....	125	14	37	176
R. Racette, B.A., St. Paul No. 45 .....	66	43	26	135
G. J. Rancier, B.Ed., (I.A.), Acadia No. 8 .....	35	4	11	50
J. E. Reid, B.Ed., Castor No. 27 and Neutral Hills No. 16 .....	69	5	22	96
H. R. Ross, B.Sc., B.Ed., Lacombe No. 56 .....	113	6	42	161
A. L. Schrag, B.Sc., B.Ed., County of Vulcan No. 2 .....	63	—	17	80
S. D. Simonson, B.Sc., B.Ed., Foothills No. 38 .....	54	49	26	129
J. F. Swan, B.A., B.Ed., Sturgeon No. 24 .....	33	37	30	150
K. H. Thomson, M.A., Ed.D., Pincher Creek No. 29 .....	41	47	32	120
H. Toews, M.Ed., East Smoky No. 54 and Grande Prairie Inspectorate .....	31	73	26	130
L. A. Walker, B.A., B.Paed., Clover Bar No. 13 .....	142	—	41	183
C. M. Ward, B.Sc., B.Ed., Lac Ste. Anne No. 11 .....	31	—	18	99
R. M. Ward, B.Ed., Fairview No. 50 .....	48	3	14	70
E. W. White, B.A., County of Ponoka No. 3 .....	95	1	22	118
	4020	1219	1248	6487

The following tables are compiled from statistics supplied by the superintendents. It should be kept in mind that the major cities are not included, since they do not come under the jurisdiction of any particular superintendent. The figures are for the school year ended June 30, 1960.

## DISTRICTS

	In Divisions	Not In Divisions	Total
Number of districts .....	3,785	154	3,939
Number of districts in which local school was operated .....	703	124	827

## CLASSROOMS

	In Divisions	Not In Divisions	Total
Number of rooms operating during year:			
(a) under teachers .....	4354	1352	5736
(b) under supervisors .....	11	20	31

## INSPECTION AND SUPERVISION

	In Divisions	Not In Divisions	Total
Number of rooms not visited during the year .....	679	422	1101
Number of operating rooms in which a full report was not issued .....	2427	702	3129
Number of rooms visited in a supervisory capacity during the year:			
(a) Once .....	2119	2169	4288
(b) Twice .....	1152	180	1332
(c) Three Times .....	446	39	485
(d) Four Times or more .....	236	15	301
Number of visits of half-day duration .....			5,979
Number of visits of less than half-day duration .....			3,041
Number of complete reports submitted .....			2,492
Number of memo reports to teachers .....			1,472
Number of visits without reports .....			4,955

## Private and Indian Schools

	Private	Indian
Number of schools in inspectorate .....	41	47
Number of rooms operated .....	123	131
Number of reports issued .....	85	59
Number of rooms not visited .....	47	84

## Instruction in grades above the eighth

Number of one-room schools offering instruction in Grade IX .....	33
Number of one-room schools offering instruction in Grade X .....	1
Number of one-room schools offering instruction in Grade XI .....	
Number of one-room schools offering instruction in Grades above Grade VIII .....	34

## SUMMARY OF WORK

	Total	Days	Average
Number of days spent in work of supervision:			
(a) Public and Separate Schools within inspectorate .....	3,369.00		58.08
(b) Public and Separate Schools outside inspectorate .....	236.00		4.07
(c) Indian Schools .....	38.25		.66
(d) Private Schools .....	65.00		1.12
(e) Co-operative and group supervision, meetings and conference with principals and teachers, teachers institutes, including preparation for same .....	1,050.50		18.11
TOTAL .....	4,758.75		82.04
Number of days spent in investigation or administrative work:			
(a) In divisions .....	2,100.00		36.21
(b) In school districts not in divisions .....	194.00		3.04
TOTAL .....	2,294.00		39.25
Attendance Work .....	156.25		2.69
Reports, correspondence and other office duties .....	4,691.25		80.89
Attending Board, Council or School Committee meetings .....	1,026.25		17.69
Curriculum Work for the Department .....	162.75		2.81
Travelling .....	254.50		4.38
Attendance at conventions, sub-divisional meetings, field days etc. ....	919.00		15.84
Other work for the Department .....	608.25		10.49
TOTAL .....	7,818.25		134.79
GRAND TOTAL .....	14,871		256.08

## TABLE OF MILEAGE

Miles travelled:		
Rail .....	46,372.00	799.51
Bus .....	10,194.00	175.76
Air .....	15,344.00	264.55
Total .....	71,910.00	1,239.82
Road:		
(a) Own car .....	437,052.00	8,397.44
(b) Car mileage not charged to Department .....	78,692.00	1,356.76
(c) Other conveyance .....	32,163.00	554.62
Total .....	597,912.00	10,308.82
Grand Total .....	669,822.00	11,548.64

## **SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY REPORTS OF DIVISIONAL AND COUNTY SUPERINTENDENTS**

**(Consolidated by L. G. Hall)**

A report received from each superintendent of schools pertained to educational conditions and progress for the year 1959-60. The reports commented on the following topics:

- A. General Economic Conditions
- B. Operation of Schools
- C. Organization and Administration of Schools
- D. Audio-Visual Equipment
- E. Special Services
- F. Inspection and Supervision
- G. Liaison with Other Departments
- H. Miscellaneous

The consolidation of the information in these reports is intended to provide a general summary of the activities of the school divisions and counties and to review the programs and practices in classrooms of the province.

### **A. GENERAL ECONOMIC CONDITIONS**

The general conditions in which the educational structure operates include changing economies, population trends, occupational displacement and shifting school enrolments. Features of the changing agricultural economy included trends toward more mixed farming, the growth of larger farm units, increase of settlers in northern areas, and the extension of irrigation in the south. The development of larger farm units resulted in more widely dispersed rural populations in older settled areas which, combined with petroleum and pipeline developments necessitated the transportation of pupils to central schools. Urban growth was accelerated by factors such as industry, manufacturing, irrigation, and public works programs. The use of modern homes in both rural and urban areas was reflected in the public demand for physical comfort and social amenities in the school. This factor combined with shifting populations resulted in the need for more school buildings with consequent debenture indebtedness.

Economic conditions throughout the province varied widely. Summer drought and autumn rains adversely affected much wheat production. In a few areas, mustard, sunflowers, rape and flax gave prosperous returns and irrigated regions extended the production of cannery crops and sugar beets. Though prices fluctuated, beef, pork and poultry represented a substantial feature of the economy. But financial difficulties were reflected in some rural areas by less farm income, less retail business in small centers, and more credit purchasing. Throughout the province unemployment was related to mining, railway transportation and construction. More domestic and industrial use of gas and oil affected the coal industry as did the use of railway diesels.

Requisition payments were generally punctual but reports indicated that tax collections were slightly lower in some areas,



and that there was serious concern about rising educational taxes. Though grants were bigger, the remaining cost of school operation had to be met frequently by increased levies on real property. Curtailed services and larger teacher-pupil ratios were forecast in some divisions where expenditures had exceeded budget allocations. Diversity of educational offerings varied, among other factors, according to economic ability of different areas to support a broad program. The evidence indicated that the schools have been gradually affected by changing developments.

## **B. OPERATION OF SCHOOLS**

### **(a) The Degree of Regularity and Completeness of Operation.**

Weather conditions, quality of roads, incidence of sickness, nature of services, and the supply of teaching personnel are factors contributing to successful school operation. The reports indicate a favorable comparison with the high records of the previous year. Many schools had an operational period of two hundred days including two or three used for convention purposes. More uniform operation resulted from the abandonment of 9:30 a.m. opening of some schools during winter months.

Little snow, few high winds, and mild temperatures facilitated winter travelling. In some northern areas occasional road bans necessitated by autumn rains and delayed spring warmth, militated against favorable school attendance.

Continued attention to road maintenance and construction, including the winter-work programs, has emphasized the transportation factor in school attendance. Through the use of better equipment and the extension of routes, dependable bus service has been improved with more comfort and economy of time.

Though pupil sickness obtained for short periods in scattered districts, there were few widespread communicable diseases. However, staff illness was significant. Qualified substitutes were not always available and some classrooms were closed for short periods.

Increased accommodation and additional facilities may have contributed to larger enrolments and fewer drop-outs in some districts.

Many divisions had full staffs of qualified personnel. Areas farther from cities had to convey some high school pupils and also provide for correspondence. It is reported that some home economics and other high school courses had to be discontinued because of the lack of teachers.

### **(b) Salary Levels of Teachers**

Salary levels rose markedly. Additional qualifications, continued teacher shortages, and competitive negotiation contributed to higher payments throughout the province. The single-salary schedule commonly used included the following features:

1. Minimum salaries for one year of training ranged from \$2700 to \$3000; the most common figure being \$2800.

2. Increments were granted for each year of training up to six years, varying from \$300 or \$400 for the second and third years to about \$500 or \$600 for the fourth year and decreasing again for each additional year.

3. Increments for experience varied from six to eight years in lower brackets of training and from eight to twelve in the higher ones; the amount varied from \$200 to \$300 per year or a specified number of each of these amounts. The "ladder" system of allowing both larger and more numerous increments in the higher brackets generally applied.

Holders of Letters of Authority or interim certificates were commonly limited to three or four experience increments.

4. Allowance for supervision varied from \$100 to \$125 per room with either a maximum allowance up to \$1200 or a decreasing amount per room after a specified number of rooms.

Vice-principals generally received one-half the principal's rate.

5. Special allowances for instructors in music, physical education, industrial arts, household economics, typewriting, and special rooms were common.

Average increases were about \$300 in the first two years and from \$500 to \$700 in the remaining years of training categories. In addition some districts paid bonuses for teaching in high schools, for heavy enrolments, or for isolated schools. Other supplementary benefits pertained to marital allowances, nominal rent for teacherages, sabbatical leave, and cumulative sick pay that varied from eighty to two hundred days. A few schedules included special payment clauses pertaining to meritorious service.

### **(c) Availability of Teachers; Teacher Recruitment**

It was generally maintained that the shortage of elementary teachers was less acute and that fewer correspondence supervisors had been engaged. Favorable geographic location, further centralizations, economic conditions and improved facilities have contributed to more people joining the elementary teaching staffs even though living accommodation or commuting was involved. Though teaching privileges had been extended and letters of authority were issued, the situation looked encouraging as many teachers were taking courses to improve their interim qualifications. There was, however, little opportunity for selection at the elementary level and the presence of many married women who had been persuaded to teach concealed the true nature of the teaching shortage.

An acute need of junior and senior high school teachers was reported from many counties and divisions, especially from those located in sparsely settled areas. It was feared that the somewhat impoverished program in terms of time and restricted course offerings in small high schools militated against recruitment of graduates adequately prepared for teacher-education. To overcome the lack of teachers, high school students in some districts were transported to larger centers. Other efforts included securing

teachers from outside the province, transferring competent junior high school teachers to the senior level and arranging for qualified instructors in specific academic electives.

There is a general desire for specialist teachers in the fields of Home Economics, Industrial Arts, physical education, and fine arts including music and dramatics. Insufficient entrants to the degree course at the Education Faculty, increased school enrolments, and the desire of many experienced teachers to teach in urban centers, even at the elementary level are contributing factors to the serious shortage in high school personnel.

Recruitment has been emphasized. Publicity, career nights, addresses at graduation exercises, and personal interviews have been continuous features. Most divisions continued to offer bursaries for each year of training from \$200 to \$500 and a few raised the figure to \$1,000. Some offered bursaries as well as loans to teachers who would attend summer school to qualify for high school teaching. A few divisions offered positional bonuses in salary schedules to high school teachers.

Increased enrolments in secondary teacher training offered encouragement although the general consensus was that the acute shortage would continue for some time.

## **C. ORGANIZATION AND ADMINISTRATION OF SCHOOLS**

### **(a) Changes in Boundaries and Organization**

1. Boundary changes were scattered. Some newly organized districts were included in adjacent inspectorates. Several established districts as well as various other land areas were transferred to other divisions. Other boundary changes resulted from the organization of a number of separate school districts.

2. New Centralizations and Centralized Boards — Centralizations of instructional service were enlarged or completed as more organizational changes took place. In Edson and Grande Prairie for example, some one-room schools were closed and in some areas the junior high school pupils were conveyed to a centralized school. New centralizations were established at Hemaruka, Grovedale and at the Bow Island Separate School to accommodate the pupils of the new separate schools at Burdett and Winnifred. Similarly a new separate school centralization at Picture Butte and another at Coaldale provided accommodation for pupils from the seven separate districts formed the previous year. Centralizations were enlarged at Castor, New Brigden, and Beaverlodge.

A new feature of centralization applied to the conveyance of high school pupils to larger schools; students of Masinasin and Coutts were sent to Milk River and a bus took high school pupils from Exshaw and Seebe to Banff; similar conditions applied elsewhere. In the Stettler County some Grade XII students were vanned from a central point on Sunday evening to Red Deer where they remained in residence until brought back to Stettler on Friday evening. In other areas, such as in St. Paul, attempts to centralize small high schools into one center without parental agreement were



unsuccessful. Numerous reports reiterate that limited educational opportunities in small high schools necessitate different secondary school organization.

It was noted that a few centralized boards in some divisions assisted divisional boards in delegated matters pertaining to property and school services. Such boards expressed considered opinion and provided local leadership. Co-operation was maintained through appropriate communicative channels, attendance of sub-divisional trustees at regular meetings, and through increased understandings of the values accruing from larger school organization and the role of centralized boards.

### **(b) Effects of Changes in Boundaries and Organization**

1. Educational Service — Centralization has been a significant factor in the improvement of educational service. Better physical conditions have prevailed in respect to heating, plumbing, lighting, gymnasiums, and classroom furniture. Organizational structure has ensured effective use of more instructional facilities such as audio-visual aids, gymnasium equipment, laboratories, and library books. In larger high schools more diversified programs have included dramatics, typewriting, household economics, industrial arts, music, and other electives. Student-interview accommodation, storage and workshop space, and comfortable staff rooms have improved the effectiveness of intra-staff relationships. Teachers' special talents in music and art have been used to advantage, and, in addition, attention could more easily be given to exceptional children and remedial problems. Large staffs made possible in-service projects, group activities, supervisory service and professional leadership.

2. Teacher Supply — Closing rural schools relieved an elementary teacher shortage as a higher pupil-teacher ratio obtained in centralized schools. Some teacher-placement problems pertaining to assignment and accommodation were eliminated. It was still difficult to engage teachers for centralizations in rural areas or small villages removed from good highways. Staff companionship, good instructional facilities, and comfortable buildings have attracted more teachers, although the majority of elementary staffs are comprised of married women who have increased the stability of teacher retention in urban centers. Better economic and social conditions have operated as factors in securing high school teachers who were reluctant, however, to teach many subjects in small high schools. The many centralizations have not contributed to an adequate high school teacher supply yet although it is possible that many students may now continue their education with a view of becoming teachers.

3. Retention in School of Pupils beyond 15 Years of Age — Superintendents' reports reflected the general impression that student retention is improving, particularly in the larger high schools. Convenient bus service, extra-curricular activities, more subject choice, and effective instruction in larger classes affected student retention.

The development of self-confidence in junior high school may motivate a student to continue his studies. However, pupils of low

achievement on final examinations might have found less tolerance in high school and as a consequence dropped out. The academic subject-matter emphasis in many high schools contributed to discouragement of some less able pupils; this indicated the need of better counselling and terminal courses. Drop-outs challenge high schools to differentiate programs and instruction to meet the individual differences of pupils in relation to their abilities and interests. It was noted that small high schools had more drop-outs. The reports generally indicated that these schools were facing many problems in regard to diversity of courses, instruction time, competent teachers, and student retention.

4. Co-operation of Local Boards, Parents and Organizations—Some local boards met regularly with school personnel and were active concerning caretaking services, maintenance, and use of buildings. In other areas no importance was attached to their existence. The reports show that the value of local boards is largely dependent on the leadership of divisional administration and its attitude concerning observance of local authoritative functions and rights in matters pertaining to language, religion, and community activities. Local boards operating in a centralized area might have overlooked the interests of pupils conveyed from closed schools; however, they might also have reduced the influence of group pressures that often contribute to expensive systems in relation to transportation and the nature and use of buildings. There was an expressed need of better working relationships between local authorities and divisional boards.

Superintendents commended the increasing practice of teacher-parent interviews that have established closer liaison in matters pertaining to assignments, pupil progress and interests, and report cards. Parents were reported to have shown an active interest and to have given assistance in tree-planting projects, and other activities.

Home and School organizations worked diligently with educational personnel to increase public understanding of the work of the schools. Though in some areas they might have assumed the role of local boards they made recommendations through appropriate channels and assisted in providing special equipment and services in the schools. Reports indicated that the co-operation of local boards, parents and organizations revealed an increasing public interest in educational matters that necessitated closer communicative processes.

### **(c) School Buildings**

The year concluded a decade of unparalleled construction. Several divisions completed extensive building programs to meet requirements of increased enrolments or to replace old or temporary classrooms. In many others further centralization necessitated additional space as well as some auxiliary rooms.

Features of new buildings included safety factors, bonded roofs and custom-made door and window frames. Linoleum or tile contributed to the quietness of well-appointed rooms enhanced by attractive color schemes. Auditorium-gymnasiums served multiple

purposes and stimulated community attendance at school functions. Commendation was expressed for the individual classroom heating units, skylights over corridors, and built-in lockers. Most of the schools have adequate instructional space for physical education and special electives.

Some superintendents noted that accommodation for storage, libraries or even laboratories was often inadequate or omitted. Special rooms might be planned for film-showings and stages better designed for use in dramatics and concerts. It was further noted that gymnasiums do not have acoustical qualities contributing to their use as auditoriums. Laboratories tend to be outdated; opinion was expressed that new science courses require subject laboratories, greater accommodation, and extensive facilities for the use of both junior and senior high school students. A few superintendents commended the large combined instruction and laboratory science rooms and indicated that art and also crafts deserve special instructional space. As schools increased in size obvious needs appeared involving pupil-interview rooms, medical rooms, and larger offices for principals, vice-principals, and general administration. Nevertheless, the consensus was that new buildings were becoming increasingly functional.

Provisions for health and comfort have included good ventilation, thermostatically-controlled heating, sanitation facilities, drinking fountains, and clean lunchrooms. Centralization has increased the need of the "sick bays." Health unit services utilize available medical rooms.

Reports indicated that additional school building will be needed in many divisions and that functional design should be discussed with instructional staff. The School Administration Branch has rendered valuable service by surveying building requirements, criticizing blueprints and specifications, appraising the functional value of proposed buildings and inspecting the construction work. The importance of this service was generously commended.

#### **(d) Conveyance**

An increasing number of school children are conveyed by a larger number of buses each year. In most divisions buses are Class A although some Class B panels and other vehicles are still used on poor roads and in isolated areas. The Highway Traffic Board has continued to inspect and approve buses, interview drivers, and hold special instruction schools for the discussion of equipment, regulations, and safety precautions. Most divisional policies provided for privately owned and publicly owned buses. Public ownership contributed to the establishment of garages and the engagement of maintenance men who serviced the vehicles and checked their mechanical operation. They usually drove as substitutes or regular drivers. Another trend has been toward larger buses as roads have been improved and routes extended. Special mention was made about the selection of drivers with regard to dependability, and driving skill. The bus operators were reported to be responsible and cooperative concerning the mechanical operation of the vehicles and the safety, comfort and



welfare of the pupils. Problems were related to the time children boarded buses in the morning; early arrival at school; extended services to gates; and loading on main highways.

As indicated in previous section roads have been steadily improved and the cooperation of all concerned has contributed to harmonious relationships and effective transportation of pupils.

### **(e) Surveys**

1. An increased number of surveys designed to probe a variety of problems was reported. Some were completed by the boards and superintendents and some by the Administration Branch of the Department at the request of school boards.

Local surveys were concerned with building needs, operational services, attendance areas, drop-outs and transfer of high school students to larger centers.

Departmental studies in many divisions such as Red Deer, St. Paul, and Edson, pertained to (1) expanding high school programs and centralizing the services at larger schools, (2) general surveys such as in Barrhead and Ft. Vermilion divisions that assessed plant and building needs, maintenance practices and instructional facilities and (3) other surveys dealing with specific problems such as the education of metis children or the choice of building sites.

2. Present and Prospective results of such surveys — Surveys have resulted in better planning. Studies based on adequate criteria have created an evaluation of purposes and an appraisal of the means for effecting them, this giving direction to improvements for the benefit of the students. In most divisions careful public awareness was developed before the implementation of recommendations. Unfortunately tension resulted in some places where public relations were inadequate. However, the recommendations were generally accepted.

### **(f) Furniture and Equipment**

Classroom construction has been accompanied by new blackboards, cupboards, and many new desks. A gradual replacement policy of two or three hundred desks was frequently reported. More functional pupils' and teachers' desks have larger working space. Additional furniture often included work-tables and chairs, and magazine racks. Globes, maps, charts, microscopes, projectors, and typewriters appear as standard instructional equipment although some inadequacies are reported. Pianos, radios, and record players are common. Mention was made of tape recorders, language laboratories, and some television equipment. Offices were regularly equipped with filing cabinets, duplicating machines, telephones, and less frequently with inter-communication systems.

Though many stages have not been suitable for dramatics, gymnasiums have been equipped with public-address systems and chairs. Physical education facilities included tumbling mats, basket-ball courts, and volley-ball nets. The supply of other equipment such as spring-boards, horses, and parallel bars has

reportedly depended on the demands and qualifications of instructors. Swings, teeter-totters, slides, and ball diamonds received continuous attention. Distribution of sports equipment varied widely. Many superintendents referred to additional facilities for extra-curricular activities such as hockey rinks, mimeographs, records, amplifiers, and band instruments.

Varying methods of purchase and allocation of equipment indicated need of divisional policy for equitable distribution. Local organizations in some areas have helped to buy extra facilities as well. There was evident concern about more organizational leadership in schools for effective use of instructional facilities. Reports mentioned more purchases of specialized equipment for physics and for biology such as bioscopes and opaque projectors. Many superintendents referred to the lack of books and tables in small libraries; others noted efforts to use library rooms for study halls or classes. There appeared to be an increased tendency to place primary and secondary references in schools and to depend on central libraries for the circulation of "free-reading" books.

It appeared that large schools and new centralizations were more adequately equipped than were small units and rural schools. The existence of lunchrooms, gymnasiums and greater administrative space made it necessary to provide more maintenance equipment such as electric brush cleaners, scrubbers and polishers. In non-divisional schools instructional facilities are generally comparable to those of neighboring schools.

Most divisions have a well-equipped workshop from which one or more maintenance men carry on operations pertaining to repairs, making of furniture and minor construction tasks.

## **D. AUDIO-VISUAL EQUIPMENT**

### **(a) The Extent and Effectiveness of the Use of Films and Filmstrips.**

Most schools have projectors and reports indicate an increased use of films, particularly of filmstrips. As concrete instructional tools they have been widely accepted although their effectiveness depends on the teachers' attitude and resourcefulness and upon their availability when a subject is under treatment in order to provide an opportunity for pre-planning and follow-up work. A few superintendents reported insufficient integration, explanation, and review in filmstrip usage. Others commended the guides and the value of the films for enrichment in social studies, science, and health. Films were used less frequently in senior high schools.

Many filmstrips are available from the National Film Board and other organizations. The Audio-Visual Aids Branch issues catalogues and has rendered special service in demonstrating the use of films at staff meetings and conventions.

Some superintendents report that teachers submit an annual evaluation record concerning the nature and use of all films shown. Criteria for such evaluations have enhanced the importance of films and reduced the connotations of entertainment. More than

one-half of the divisions have film-strip libraries in the schools; the rest distribute them from a central office. Budget allocations usually ranged from \$200 to \$500; but one division spent one dollar per pupil. Reports indicate that some libraries contain over a thousand films.

Other visual aids employed included maps, charts, globes, appropriate pictures and opaque projectors. Models were used in science, mathematics and biology.

### **(b) School Broadcasts**

Television — Lacombe School and those of Vulcan County and of the Red Deer Division participated in the television program sponsored by the CBC and the School Broadcasts Branch of the Department. Some classrooms in Taber, Olds, Sturgeon, Thorhild, and Athabasca also joined in this experiment, following which teachers submitted evaluations.

Radio — Radio programs have been used most frequently in the elementary grades of small schools; nearly all classrooms have receivers which were commonly used one to three times a week. The teachers' resourcefulness and the motivational interest of the programs contributed to their effective use in science, social studies, and current events. They were particularly helpful for art and as a core for music appreciation. Both the provincial and the network series have had appeal. The popular programs included "Listen and Sing", "Music Makers", "It's Fun to Draw", and "Voices of the Wild."

It was frequently reported that teachers made more selective use of the programs as instructional aids with better preparation and followup work. This may have emanated from better use of good guide-books and more meaningful direction from staff discussions. A few superintendents deplored a limited amount of information in some broadcasts and indicated less use of the programs because the amount of time used for preparation, listening and follow-up work was out of proportion to that needed for an effective teaching lesson. Others noted problems pertaining to time-tabling, hours of the broadcasts, and reception in mountainous or distant areas, although they commended the increased power of CKUA.

Tapes of radio programs were sometimes made and used at more convenient times. The transmission of these and other available tapes is facilitated in schools, so equipped, by inter-communication systems.

## **E. SPECIAL SERVICES**

### **(a) Health Service in the Schools**

Most Divisions are associated with Health Units, the staffs of which provide services pertaining to sanitation, pre-school clinics, immunizations, medical examinations and consultations with parents. Resident nurses assist with follow-up work relative to the medical examinations. Some divisions made provision for dental services, speech therapy, and the distribution of vitamin pills.

Special health services have been established in some areas by contracts with doctors and dentists and in a few others by the Department of Health.

The Mobile X-ray services were again provided through the Tuberculosis Association. There has been wide distribution of literature from insurance companies, health authorities, and the Red Cross Society. Doctors and nurses provided resource personnel. Local organizations assisted with swimming lessons and safety instruction.

The Provincial Mental Guidance Clinic contributed a fine service through their psychological examinations, advice about retarded pupils, and consultations with parents and teachers.

In their growing awareness concerning health needs, school boards have appreciated the values of these various services and have cooperated in matters of personnel, physical facilities, and equipment.

**(b) Assistance Rendered by Assistant Superintendents, Special Subject Supervisors and Supervising Teachers.**

Supervision has assumed increasing significance as a service for the improvement of instruction. More principals have accepted the role of staff leaders. Increased supervisory personnel has been appointed in many divisions to assist the superintendent in his educational leadership. These persons may be classified into three categories:

1. Assistant superintendents have been appointed by eleven divisional boards. In the divisions of High Prairie, Athabasca, Spirit River, Sturgeon, Red Deer, and in the County of Beaver the assistant superintendents acted as supervisors of instruction and concerned themselves in matters of orientation or internship of new teachers, correspondence courses, guidance co-ordination, and curricular in-service work pertaining to staff projects, testing, grouping, remedial programs and assistance to teachers in planning for good use of teaching time and instructional resources.

In the Lethbridge Division the assistant superintendent was in charge of secondary instruction; a similar arrangement prevailed in Leduc Division where the assistant also co-ordinated the guidance services and the remedial reading program of the junior high school.

In the areas of Vermilion and Newell County the assistant superintendents have, in addition to supervising work, assumed more administrative duties in relation to school services, libraries, and distribution of references and supplies.

2. Special-subject supervisors have been appointed in several divisions, such as Cardston, Lacombe, and Clover Bar. Vermilion has a supervisor of guidance. Music received special attention in Westlock, Leduc, and Athabasca. Bands were also started in a few centres. Killam, Vermilion, and Rocky Mountain divisions emphasized the physical education programs.

Procedures involved consultations, demonstrations, and development of general programs.



3. Supervising teachers assisted with music in the Wainwright, Clover Bar, and Warner areas. Reading instruction benefited from consultation and direction by supervising teachers in Westlock, Leduc and Clover Bar divisions. Part-time teachers helped physical education instructors in Vegreville and in other locations.

The consensus of opinion expressed by superintendents is highly favorable concerning the instructional benefits accruing from the special services of the various locally-appointed supervisory staff.

### **(c) School Attendance**

Comfortable school facilities and the dependability of bus service have contributed to better school attendance. Irregularities have received the attention of the principals who usually referred only the more persistent cases to the superintendent. For some towns, boards appointed attendance officers who generally maintained good communications with the school authorities.

As attendance officers of divisions, superintendents have been concerned about absenteeism in matters of extended illness,metis children, exemptions for harvest or beet work, and absence of children whose fifteenth birthday came in the spring term. Some pupil absence has arisen among Hutterites, transient groups, and a few families who go on vacations during the school year.

Usual procedures included informal contacts with parents involving explanations, advice, or direction; or follow-up action which may require investigation, form letters, warning notices or reports to welfare, Family Allowance, or judicial authorities. It is reported from a very few divisions that many formal notifications were sent to parents. The Welfare Authorities and the Family Allowance Branch have given excellent co-operation on all matters pertaining to school attendance. Only in a few cases has it been necessary to take further action by invoking the provisions of the School Attendance Act. Generally, the superintendents have not needed to use much time apart from the pursuit of their other duties.

### **(d) Exceptional Children; Opportunity Classes; Other Special Groups.**

Exceptional children are deviates from those who achieve normally under conditions of regular classroom instruction. Some are mentally or physically handicapped to the point of ineducability. Individual differences may further extend in a continuum from educable mentally retarded to slow learners, and beyond the average to superior and to gifted children.

The reports reflect a serious concern for the needs of exceptional children. Improved instruction has emphasized significant differences with startling clarity. Parents and teachers have exerted much pressure concerning programs for children who did not achieve well in regular classrooms, and they insist that the problem receive more administrative attention. Provisions pertain chiefly to individual help, remedial work, differentiated instruction,

acceleration or enrichment. Most efforts have been in regular classes although some grouping into special classes is reported. Various procedures are identified below:

1. Opportunity rooms have been operating at St. Paul, Grande Prairie, Hines Creek and Wainwright. Eight other divisions have paid fees for a few retarded pupils sent to opportunity rooms in cities and other centres. These special classes are for educable mentally retarded children in the I.Q. range from about 55 to 70 or 80. They are not to be confused with remedial classes for educationally retarded pupils or with severely retarded pupils whose I.Q. is below 50, for whom some divisions pay fees to special schools. Reports indicate that in four more divisions and in some independent schools plans for the establishment of opportunity rooms have been formulated in relation to pupil identification, teacher selection, and staff attitude. Another four school boards have co-operated on a plan for a room at St. Albert. Scattered locations, inadequate transportation or housing accommodation, and parental reluctance are problems involved in establishing opportunity classes for mentally retarded pupils.

2. Streaming of primary pupils was reported from four divisions where enrolments permitted at least three rooms of a grade level. For some "top stream" pupils, Calgary Division has adopted some acceleration which is based on intellectual and achievement scores and with regard to physical, social, and emotional maturity.

Grouping has been of two types:

1. Grouping within regular classrooms

In some schools curricular adjustments were intended to provide opportunity for pupils to work at individual levels. Limited acceleration has been reported from five divisions, Athabasca, Rocky Mountain, Camrose, Fairview, and Lacombe, using this type of grouping. Some superintendents indicated that enrichment as a teaching procedure may be achieved in the social situation of regular classrooms through the flexible organization of materials and pupils' time, though it may be remembered that according to research findings the range of individual differences tends to expand as the year progresses.

2. Grouping into special classes

- i. Remedial reading groups for particular grade-levels have been established in five divisions.
- ii. Educationally retarded groups of pupils have been formed who are "streamed" into a slow-learners' program.
- iii. Speech therapy classes were reported from one division and in another sight-saving texts were supplied.
- iv. Homogeneous grouping was reported from several divisions where large grade enrolments permitted grouping according to developmental levels, ability, or achievement in some subject field. Flexibility of grouping was sought as there were wide differences in all but one or two areas. Only a few references have been made to grouping of superior or gifted students. Such grouping

implies acceleration or enrichment or a combination of these procedures.

Better testing procedures and the Mental Health Clinic have facilitated classifications of pupils needing special attention. Problems concerning identification and administrative organization have militated against more special programs.

#### **(e) School Lunch Programs**

Problems of school lunches have diminished. The stimulating advice of health personnel and district home economists has promoted better preparation of lunches and use of thermos bottles for food and for drinks. Boards have no uniform policy although many have provided lunchrooms and equipment and have paid or shared the cost of sugar, milk, cocoa, or soup. Nevertheless, the most common practice was for children to bring their lunches to supervised classrooms at noontime. In a few divisions, particularly in the north, lunch programs were carried forward in rural schools or small centralizations through the efforts of teachers, interested parents, or local organizations. In a few other centers full dinner arrangements were made for Indian children in attendance from nearby reserves.

Despite the fact that increasing numbers of pupils are conveyed the use of special facilities for hot lunch programs are generally exceptional.

#### **(f) School Psychology and Guidance Services**

Guidance counsellors were provided in additional centers in the past year. The work of those in other schools has been commended. Generally, small schools still lack designated guidance personnel and elementary classes have none.

Increasing public concern, examination results, probation plans for under-achievers, and teachers' concern about pupils' abilities and attitudes have concentrated attention on the demand for more effective counselling and psychological services.

Increased guidance work has been undertaken by new supervising personnel in matters of co-ordination, development of professional libraries, distribution of reading material and testing relative to interests and aptitudes.

Mental tests, Kuder Preference Record, and Differential Aptitude Tests were used. It was suggested by some superintendents that guidance has, to a large degree, become a testing service without sufficient follow-up use of the results for advice or instructional procedures. However, others indicated appropriate use had been made of the recorded data for educational direction.

Principals and home-room teachers were the backbone of the guidance program. More free time has been allotted such people for extension of the work. Some high school guidance tends to stress the vocational plans more than school orientation. A few vice-principals had charge of the counselling work and took special courses in testing and measurement. Principals' associations

studied guidance objectives, procedures, research findings, and occupational information. There was an increasing expression of opinion that more training courses in counselling should be made available.

The provincial director of guidance and his assistant have served many staffs in matters pertaining to further study, use of test data, career nights, and work of teacher-counsellors. They have actively promoted the service of the Alberta Guidance Counsellors' Association. Annual conferences of this organization have concentrated attention on identification and needs of exceptional children, guidance techniques, nature of training and relationship of counselling to scholastic and vocational success.

Psychological services were provided in rural areas by the Mental Health Guidance Clinics. Divisions received periodic visits, examination of referred cases, and consultations with teachers and parents. Psychological services may help staff members to understand recent concepts of over-all intelligence and new tests showing how a child rates in different abilities pertaining to verbal capacity, space ability, number ability, word fluency, reasoning, memory, and perceptual speed. Mental tests, as many teachers understand them, do not reveal hidden factors which give rise to individual exceptions. Teachers need to understand that mental test scores should be supplemented by a careful study of school marks, educational test scores, subjective ratings, and other available pertinent data. Such understanding, it was submitted by several superintendents, might promote differentiated instruction.

Guidance personnel may help teachers to understand the nature and effect of motivation, anxiety, and other emotional problems that militate against a child's ability to perform intellectually and socially. Workshops have emphasized features of good guidance programs relative to under-achievement, examination results, motivational attitudes, personality factors, and vocational opportunities.

### **(g) Kindergarten Services**

Classes for pre-school children were operated as kindergartens in some centers. Under the direction of able teachers, some of these provided valuable opportunities for social experiences and developmental growth. However, a few superintendents expressed concern about the establishment of "so-called" kindergarten classes in charge of persons who did not understand the purpose of kindergarten services. It was further indicated that attempts to introduce reading and number work in this pre-school period tended to vitiate the instructional program during the following year in Grade I.

## **F. INSPECTION AND SUPERVISION**

### **(a) Elementary Schools**

1. Language; new bulletin
2. Science
3. Music and Art.



Though wide variability in the quality of elementary instruction is reported, majority opinion indicated that improvement has been effected through various forms of group supervision.

The new curriculum guide in Language was commended by those teachers who familiarized themselves with its purposes and its emphasis on the interrelationships of the language arts. Some said that it provided for flexibility and for direction concerning interesting methods of high-quality instruction and expectations about grade-level achievement. The self-evaluation and experience charts were considered helpful. Other valuable features mentioned were: "What Children Are Like", "Making Reports", and "Samples of Children's Writing." In-service studies encouraged new classroom practices. It was asserted that some teachers were hesitant to accept the philosophy and principles set forth and, that in their lack of understanding and desire for more prescription, they continued a textbook-exercise treatment isolated from other activities. But instruction has been improved through the use of the bulletin, by the allotment of more time and by the new texts, "Language Journeys", or "Language Comes Alive" which have contributed to more interest. Oral expression benefitted from attention to poetry, the art of listening, diction, speech and vocabulary exercises and through creative thinking involved in reports and group discussions. The teacher's own expression is an important factor in improved expression by pupils. Reports commended more organized instruction with regular developmental practices in written work relative to notebooks, personal writing, proof-reading, correction of work, and constructive group criticism. There is less use of workbook procedures in many schools and there is more demand for creative writing. Problems pertained to vocabulary, mechanical errors, sentence structure and the arrangement of ideas. There was also much concern about instruction in the functional use of grammar as distinguished from the formal teaching of it. Evaluation has been encouraging. The results of the Iowa Language Abilities Test administered in one division were gratifying.

The introduction of the new science program and textbooks resulted in elementary science receiving instruction as a separate subject. The course provided for pupil activities in a "Suggested Treatment" section and for the use of three series of texts. Though some teachers desired or used only one text, many superintendents stated that an increasing number were making use of all texts to meet sequential information requirements and different reading abilities. More resource material and library reference books were in evidence. There was, reportedly, better instruction and appreciation of the program in relation to pupil curiosity, field trips, displays, charts, diagrams, pictures, plants, science corners, and experimental apparatus. In one division pupils prepared "Interest Books in Science." Notebooks included original expositions and accounts of experiments. There were several reports of demonstration and experimental work which was, of course, dependent on the teacher's interest and informational background. A few divisions supplied science kits and one division established a laboratory. Improvised equipment added meaning and interest to the program.

More teachers should appreciate the implications of the course relative to the rural environment of "nature's laboratory." Other problems pertained to lesson preparation, enrichment, nature of assignments, inductive problem-solving procedures, amount of experimentation and time devoted to drawing or writing about it.

Children's enjoyment of music depends almost completely on the teacher's talent, interest and enthusiasm. Several divisional areas had the benefit of competent teachers. Instruction was usually better in the first two grades where rote singing, tonettes, rhythmic bands, and action songs were more common. Many teachers used helpful radio programs to arouse interest and appreciation. Twelve divisions secured the services of music supervisors or specialist teachers. A few schools had instructors for band or choral work. There was frequent mention that each division should have a music supervisor, but many efforts to secure such personnel were unsuccessful. Nevertheless, many good music programs were carried out. Some staff-members exchanged subjects with teachers who were willing to teach the music. Musical Festivals were held in Lethbridge, Olds, Clover Bar, Leduc, and Smoky Lake; students from some other areas participated in these. Pupils of various divisions participated in public concerts.

Art work was aided by school broadcasts and in a few divisions by art supervisors or special teachers who were able to exchange subjects with other teachers. Formal Art lessons were carried out in a perfunctory manner in many classrooms but recent graduates have manifested a more philosophical regard for creative expression. Many teachers, lacking security and training in technique, hesitate to permit pupils to experiment. Yet it is reported that there was some good correlation of art with enterprise and also that there were many commendable displays of painting and modelling. The Spirit River Division held an Art Contest. Conclusions indicated a greater need of suitable equipment such as easels, large counters or tilting tables, drawing boards, suitable paper, and brushes.

### **(b) Effectiveness of Instruction in the Junior High Schools**

Instruction has been seriously affected by the transfer of successful teachers from junior to senior high school classes. New teachers with less experience and training have assumed duties beyond the elementary level. Many superintendents note the tendency of teachers with considerable academic background to join high school staffs and of those with less training to desire the Division II assignments. Appreciation was expressed for those teachers who continued to serve the needs of junior high school pupils and who aided other staff-members in orientation to this area of instruction.

There was an increased tendency to teach language and social studies as separate subjects rather than by "blocking," although language assignments based on social studies topics provided opportunities for logical thinking and sequential organization of material. Reluctance of teachers to use the prescribed texts except in Grade IX for part of the time and repeated criticism concerning their inadequacies has engendered many desires for change. But use of alternative instructional material has not removed the

problems. There was frequent failure to apportion emphasis to the different phases of the language course in relation to grammar, oral expression, and written work. Long drill exercises, irrelevant assignments and uncorrected errors were salient features of many programs. A disproportionate emphasis on formal grammar contributed to neglect of vocabulary growth and original writing in language and related subjects. Regardless of the textual content used, most of the superintendents remarked that teachers needed to emphasize the development of the pupil's proficiency in using his own phraseology in written and oral expression and that he must develop an attitude for correctness manifested in editing, revising, and rewriting with regard for diction and good sentence structure. Attention was given to developmental reading with a view to improving pupils' abilities in speed and comprehension. Tests used included: McCall-Crabb Standard Test Lessons; Reading for Meaning; Understanding and Practicing; and the SRA Reading Laboratory. Useful books were: *Writing with a Purpose*, Bassett and Rutledge; *The Improvement of Written Expression through Action-Research*, R. D. Armstrong; *Better Reading for Canadian Schools*, Gainsbury and Spector; and *Developing Language Skills*. Evaluation and diagnostic tests encouraged follow-up work. Some divisions secured consultants who assisted teachers to improve their attitudes and practices in language instruction.

The Grade IX Social Studies course and references received favorable comments. While course content was generally acceptable in the other two grades there was concern that it is not paralleled as well by the texts. Most teachers followed the texts and very few varied the organization of material although some said the course was too long. Enrichment varied. Many superintendents reported extensive use of filmstrips, community personnel, library resources, and current events magazines such as *World Affairs* or *World Week*. Effective instruction involved pupil reports, research projects, committee studies, group processes, socialized recitations, and overviews of units. Charts, pictorial illustrations, use of maps, and realistic topics were additional features. Some classes lacked these benefits. Inadequate procedures pertained to workbook exercises, mimeographed material, and unsatisfactory questionnaires; copying unrelated material for copious notes; and emphasizing dates and details without regard for social attitudes, generalizations, or significant relationships of the past with the present. Dull lectures or textbook reading provided no inspiration or motivation. However, there were reports that many teachers emphasized powers of critical thinking, concepts of citizenship, and understandings of geographical and social considerations relative to other countries. There were also reports of in-service studies that contributed to long-range planning and better balance of time allotment to the units.

The new science courses and texts for Grades VII and VIII have aroused enthusiastic interest and sensitivity to a more experimental approach. Teachers' editions or more guides might have helped some teachers who lacked a knowledge of science or of techniques of teaching it. Under such conditions textbooks were used for rote learning of experiments, note-making, and as references in answering assigned questions. Laboratory equipment and accommodation were frequently reported to be

inadequate but the teachers' emphasis on the need of experimentation was encouraging; there was little reference to improving equipment. Available laboratories facilitated effective instruction and pupil interest. Inductive procedures, demonstrations, blackboard diagrams and pupil experimentation were commended. Other features of successful programs include charts, pictures, models, collections, science corners, displays of pupil-projects, and useful well-illustrated notes expressed in the pupils' own words. The general consensus was that science teaching has adopted a new spirit, that resources were increasing, and that much more student interest had been aroused by improved instruction and the provision of better facilities and library resources.

### **(c) Senior High Schools**

The lack of well-qualified high school teachers has necessitated limited programs and some correspondence courses. Praiseworthy efforts have been made by teachers pressed into senior service before they completed adequate training. Preparation of lessons for many subjects, excessive marking, and less-than-standard instruction time have militated against effective instruction in small high schools. Opportunities to associate with other members of the profession and departmentalization in large schools attracted many teachers who could be more easily assigned to particular subject-fields according to their experience and training.

Language programs have benefitted from the commendable professional attitudes and scholarship of specialist teachers who have provided challenging leadership in many schools. Courses and texts have been acceptable and the books, "An English Handbook", and "Guide to Modern English", are valuable aids to the less experienced teachers of Grades X and XI. One superintendent suggested that in these grades, a general language program might be provided which would not be directed toward a final academic examination. Large enrolments and wide ranges of pupil abilities were significant factors affecting instruction in most English classes. Many superintendents reported that there was much more emphasis on vocabulary growth, essay writing, and creative expression. Help accompanied demands for students to present well-organized ideas in an appealing style. Self-evaluative criteria assisted them to improve their writing. Several reports deplored the textbook routine, limited writing, lack of correctness in student compositions, and remedial programs that concentrated only on errors. Nevertheless, there has been much constructive effort in the remedial field. In the Leduc Division an experimental course for the weak students of Grade X was carried forward with the use of diagnostic tests and follow-up work so that the pupils were better prepared for entering the Language 20 course. In another division the English teachers studied student compositions and encouraged more pupil work in editing, revising and rewriting. Cooperative in-service projects involving junior and senior high school teachers in many divisions considered instructional practices and enunciated features of a good language program. At institutes and at group meetings, high school inspectors consultants, and teachers have reiterated the need of practice



in writing. Tests for divisions and for groups of divisions in the zones of Central Alberta and North-Eastern Alberta have emphasized skills in writing. The majority of reports reflected the opinion that there was a concerted effort contributing to a general upgrading of effectiveness in language instruction.

Many pupils in social studies have benefitted from the able efforts of experienced teachers who supplemented their academic knowledge with a stimulating interest in world events and an effective use of maps and references. More rooms were specially equipped for social studies instruction. Though comments about the texts were generally favorable, a few teachers, particularly those responsible for many subjects, desired a concise textbook in Social Studies 20. Procedures varied concerning the balance between lecture practices and pupil activity and also organization of content according to chronological order or unit method. Weak procedures revealed unorganized notebooks and insufficient pupil-research work and reporting. Some staff members reflected an attitude that social studies has less prestige than mathematics or science; though factual matter is subject to measurement, it proved harder to measure social growth which is a significant objective. Features of many effective programs involved organized presentation of material, regard for different individual interests and abilities, and opportunities for group problem-solving activity and student expression in reports, panels, and debates. Pupils grew in social understandings through group discussion of important current events. It is gratifying to note reports that principals, staffs, and teachers of social studies have emphasized more generalizations that might have more practical application to world affairs.

French remained the popular choice in foreign languages, although it was limited to larger schools in many divisions. Some very good instructional programs in French 20 and 30 were reported, although many superintendents expressed doubt that two years of the language is adequate. French 11 was taught in several divisions; the objective was probably to prepare students for an academic elective rather than to fulfil the objectives of the course itself. One superintendent reported that Oral French in Grade IX has shown contributory benefits to French 20. Teachers with skill in the spoken language for offering Oral French were scarce. Lacombe Division offered Oral French in all junior high school grades and in Fairview Division it was offered to the Grades VIII and IX pupils. Two other divisional reports praised the French 11 and the Oral French courses and added that the students liked them. Other superintendents indicated that there was a grammatical approach similar to that in high school courses. Two superintendents referred to the use of language laboratories for auditory training and expressed expectations of improvement in oral expression when tapes have been better prepared.

#### **(d) Co-operative and Group Supervision**

Group supervision implies shared participation by all those affected, and has increased since the beginning of the trend arising from new concepts of the principal's role and from Principals' Leadership Courses.

Problems of instructional improvement have stimulated concerted action. Unified group work depends on effective organization, favorable social climate, adequate communication, clarification of issues, and general co-ordination of human and physical resources available for improved instruction. Dissatisfaction with results, examination of conditions, and identification of difficulties establish the problem that challenges solution. Certain procedures devolve on the leadership. As individuals and as groups, teachers must have the opportunity to engage in problem-solving, to determine goals and forms of appraisal, to study literature and pertinent findings, to select a plan of action, to experiment within the frame of reference, and to evaluate results. Various techniques involved demonstrations, intervisitations, films, panels, study-groups and reports. The superintendents reported that much group supervision has been carried forward through conferences with staffs and with principals. Nearly all reported attendance at regular meetings of a Principals' Association which have continued to be the nuclei of most co-operative efforts.

Meetings concerned with many studies have clarified new expectations relative to the principal's role in staff leadership. Activities included:

1. Promoting acceptance of supervisory duties; receiving reports of Leadership Courses and co-operating in workshops for study of the principal's role.
2. Proposing orientation and internship planning for new teachers and discussing features of effective staff meetings.
3. Working with superintendents in the preparation and distribution of teachers' aids and curricular suggestions relative to pupil activities in special courses or new programs.
4. Advising about effective use of instructional equipment and facilities.
5. Considering proposed study-projects with regard to significance, design, and evaluation; receiving progress reports on instructional experimentation within the division or on programs involving larger areas such as the Five-School Study or the Mathematics Testing Project in twelve divisions.
6. Promoting the establishment of professional libraries and the preparation of lists of valuable references, filmstrips, and musical recordings.
7. Sponsoring Education Week programs, institutes, festivals, and displays of children's work.
8. Discussing promotion policy, report cards, and teacher-parent interviews as a means of reporting.
9. Initiating the preparation of handbooks concerning operational policy, physical education, and the co-ordination of extra-curricular activities and inter-school sports.
10. Arranging workshops for study of counselling services with consultant help from the Guidance Branch of the Department and from the University guidance services.

11. Developing appraisal data for evaluating school programs and for teachers' self-evaluation.

12. Facilitating testing programs and considering follow-up action.

Many conferences studied the preparation, administration and appraisal of high school tests. As a group, the Wheatland, Three Hills and Calgary Divisions again cooperated in a fifth annual preparation of Easter tests for Grades IX and XII and finals for Grades X and XI. A final conference evaluated the papers and set up a committee to make recommendations concerning the coverage, types of details in questions, wording, length of papers and allotment of marks. Four divisions in the Red Deer zone prepared similar tests for Grades IX - XII. Such programs were also carried out in the Central Alberta zone, the South Alberta zone, and in an inter-divisional arrangement for five divisions in the north-eastern area. Reports indicated that staffs of other divisions such as Provost, Taber, Spirit River, High Prairie, and Barrhead also administered similar testing programs, most of these developed keys and evaluative criteria to secure more uniform marking. Some divisional superintendents worked with principals and staff-members to prepare final tests for Grades VII and VIII. Many standardized tests in reading and arithmetic were used in elementary and junior high school classes.

Co-operative supervision for high school staff was characteristic. In the Wheatland Division high school teachers held Saturday conferences with consultants from the Calgary Faculty of Education to consider instructional problems relative to biology and mathematics. In another division an English Teachers' Club studied issues of common interest in junior and senior high school. High school inspectors generally consulted with senior staff-members in a separate group at fall conventions. They also met in September with groups of high school principals at various centers.

Reports agreed that the outstanding result of group meetings has been the willing co-operation of every principal to assume supervisory leadership and embark on projects with his staff. This reduced outside domination and provided for better human relationships, grade-level meetings or other groupings, and for the selection of topics more closely related to teachers' interests and school needs.

Staff meetings are reported to be increasingly concerned with professional matters pertaining to purposes, motivation, assignments, student progress and reporting, individual differences, and planned remedial work. It was noted that staff meetings, characterized by the analysis of problems, have increased the insight of teachers, who, as a result, are more frequently sharing their ideas about streaming, enrichment programs and instructional practices.

Superintendents commended numerous staff studies. Special reading programs for slow Grade I pupils were common and extensive reading investigations in Division II were reported from several areas. Many group projects were undertaken concerning science, language, and social studies. Results obtained from many

standardized tests have enabled those persons responsible to determine whether recurring criticism of pupils' achievement was justified. There was much action-research that contributed to teacher assurance about practices. Study of findings and working on research projects at the experimental level have generally improved teaching techniques. Staff leadership and group supervision have increased professional reading and the aspiration levels of many staff-members. Co-operative self-evaluation has been promoted as a process of professional growth. Superintendents' visits were frequently followed by staff meetings that discussed the degree of attainment of purposes and details for improvement.

Locals and sub-locals of the Alberta Teachers' Association invited resource personnel to professional discussions of curriculum involving recommendations of the Cameron Commission. Superintendents have assisted in the coordination of efforts for track meets, Music and Drama Festivals, and conventions. They have attended numerous evening meetings of various groups including boards and Home and School Associations concerned with instructional improvement. The reports expressed optimism concerning the many phases of cooperative group supervision and recommended the engagement of additional assistants.

#### **(e) Conventions and Institutes**

The annual two-day conventions were held in the fall for the teachers of each inspectorate under the auspices of the Locals of the Alberta Teachers' Association. Superintendents worked with the convention committees in the program-planning. It was stated that, though the conventions of one inspectorate had high attendance, they were often limited in outlook and did not get the benefits of inspirational addresses. In most areas the Locals combined for joint conventions. Majority opinion was expressed that three or four areas is a maximum number for effective workshop procedures. Addresses, panels, and question periods were commended features of the professional sections. Larger gatherings included as many as eight inspectorates.

Such conventions contributed to renewal of acquaintanceships, good fellowship, and morale. They provided for easier administrative organization relative to travelling speakers, social atmosphere and professional outlook. Though there were favorable comments, divided opinion raised doubts concerning the practical value of inspirational talks that had little relationship with in-service projects being carried forward within divisions. However, sectional meetings often provided for teacher participation. It was also noted that many programs included discussions of the Cameron Commission recommendations pertaining to instructional problems and accreditation. High school inspectors, superintendents, and consultants gave assistance. Large conventions have been discredited through poor attendance, lack of opportunities for teacher participation in workshop procedures and insufficient allotment of time for discussion of problems with the superintendents. From the areas of multiple-division conventions expression was general that these had lost much of their supervisory value. To compensate for this institute meetings for instructional improvement increased in numbers.



One or more institutes were held in most divisions. These were with divisional staffs, grade-level groups, or with groups of teachers who worked on such reported projects as science, language, physical education and reading. Institutes were used for initiation or culmination of various in-service training programs; the chief feature was a specific theme that integrated purposeful action. They were considered more useful than conventions for development of teachers, sectional meetings, interpretative discussions of common problems, and planning and co-ordinating instructional and testing programs. Consultants attended from the Department or the University. Many reading institutes were held, at some of which, representatives from publishing companies gave addresses; usually these did not provide for staff participation. In one area three institutes were held concerning a health and citizenship program. In each of three divisions a principals' institute was held and in another one a divisional staff assembly did pre-planning before the opening of the fall term. Other areas had orientation institutes early in September.

## G. LIAISON WITH OTHER DEPARTMENTS

The operation of schools was facilitated by valuable services of other departments. Many reports mentioned co-operative assistance from officials of the Health Units and the Health Department in matters pertaining to pre-school clinics, pupil examinations, and guidance services. Traffic officers from the Department of Highways sponsored bus-driver institutes, inspected buses, and addressed classes on traffic safety. District Agriculturalists and Home Economists were associated with school work through 4-H clubs and other activities such as calf clubs and grain clubs. Assistance or information has been supplied through the Department of Municipal Affairs, Department of Lands and Forests, Department of Cultural and Economic Affairs and from the Department of Trade and Industry. In addition much informative literature was received for use in the classrooms.

Federal co-operation was reflected in the action of the Family Allowance Branch in matters pertaining to attendance and welfare. Some Dominion services for military camps and scattered groups of school children such as Indian residents were placed under provincial direction.

Many reports reflected harmonious relations between divisional boards and municipal authorities through joint meetings or reciprocal representation at regular meetings. Thus, better understanding and good-will prevailed in matters pertaining to budgets, school construction, planning and maintenance of bus routes, and details of bus operation relative to signs and regulations for loading and unloading. It was also noted that district engineers and other officials of Special Area Boards furthered the co-ordination of services related to school operation. Closer relationships have been established through joint action in construction of offices, mailing of annual reports, and examination of proposed bus routes.

Though in a few cases tension arose from delay in supplying certificates of assessment or in remitting requisitions, there was general praise of the promptness with which requisitions had been paid and it was noted that in some divisions they were paid in advance to reduce interest on school borrowings.

From the counties it was reported that all members were in closer contact with school affairs—that in some the chairman attended all committee meetings, and that in others all councillors attended each meeting.

## H. MISCELLANEOUS

Other Significant Developments—The organization of a number of new school districts provided for the transfer of some private and Dominion schools to provincial authority.

Attention has centered on high school services. Students were assisted to transfer from small to larger high schools. A few Grade XII students have received organized tuition in summer for supplemental examinations. Ukrainian language was introduced in a few schools. Library services were emphasized and regional library service was extended. More book-rental plans were also introduced.

Some experimentation has envisaged educational potentiality of television.

Special efforts to retain teachers in certain areas of the province included government isolation bonuses, increased construction of teacherages, and provision of fringe benefits such as cumulative sick pay and sabbatical leave.

Interest in the development of Junior Colleges was shown in at least six divisions. The Agricultural School at Fairview announced in June its intention to re-open as a Community College with academic high school courses offered on a semester plan.

Increased emphasis on in-service education continued. Reference has been made to orientation and internship programs for beginning teachers. A new development was the University proposal for a course in administration for principals which should enhance their role in educational leadership. There was a distinct trend toward more supervisory assistance. General administration included many regional and zone conferences of the superintendents and of the trustees which benefitted from the advice of members of the Department staff. Surveys reflected thoughtful planning for future school operation.

## REPORT OF INSPECTORS OF HIGH SCHOOLS

(Consolidated by E. D. Hodgson)

### A. GENERAL CONDITIONS

#### Operation of Schools

High schools throughout the province operated regularly during 1959-60. In rural areas roads were in generally good condition and vans dependable. In both urban and rural schools, minor interruptions to school service may have occurred when there were difficulties in obtaining adequate staff, or in making replacements necessitated by removal of unsatisfactory teachers.

During the past year there has been a trend toward holding teachers' professional meetings outside school hours. In some instances, two-day institutes at the beginning of the school year have been so organized that one day of the institute has fallen on the last day of the summer holidays, and the second day on what would normally be school opening. Shorter institutes frequently have fallen on a Saturday morning.

#### Teacher Supply

As provincial population increased and as a greater percentage of youth continued to enter high school and to be retained in it for longer periods, the number of high school rooms required increased steadily. The increase per year in the period 1959-60 is shown below (private secondary school classrooms excluded):

1956	29
1957	90
1958	163
1959	173
1960	270

The high school inspectors reported in 1960 that there continued to be a considerable shortage of fully qualified teachers for the senior high school. This situation, while prevailing to some extent in city schools and large town schools, was most serious in isolated areas and in the smaller schools in counties and school divisions. However, there were many individual schools throughout the province which had a stable and reasonably competent staff; other schools, despite great staff turnover, retained a core of strong administrative personnel.

Some of the devices used to make adjustments to the current teacher shortage were these, each of which has its own peculiar disadvantages:

1. Letters of Authority were given to teachers permitting them to teach beyond their certification either in grade level or in specialized subjects.

2. A school's program was restricted to a generally academic pattern with few electives offered in music, art, dramatics, home economics, industrial arts or commercial education.
3. Correspondence courses were used to supplement programs in smaller schools.
4. Teachers were asked to teach subjects for which they had little or no university background.
5. Principals were asked to assume a heavy teaching load.
6. Staff members were assigned heavy teaching loads.
7. Less effective teachers were hired by school boards.
8. A school was operated at less than standard instruction time.
9. A high school or high school room was closed and the pupils were conveyed to another school, or were given a boarding allowance enabling them to live in a dormitory or in private accommodation near another school.

It might be noted that some school boards in Alberta have been able to attract a number of teachers from other provinces and other countries. These teachers, in most cases, have been able to adapt themselves to the Alberta teaching situation and to make a worthwhile contribution to the schools in which they have served.

Some school systems have been able to persuade some of their degree teachers in elementary or junior high school grades to serve in the high school. The appeal to the teacher has generally had to be one of "service" since single salary schedules do not permit extra financial inducement, and the high school grades generally involve more lesson preparation and extra-curricular activities than do lower grades.

In at least three or four rural school systems there was a tendency to fill all high school positions with male teachers. While this is understandable in the light of the teacher recruitment situation in these areas, it did pose certain problems for the administration. The schools in these areas are co-educational and there are needs of at least part of the student body which could best be served by female teachers and guidance counsellors.

## **B. HIGH SCHOOL EQUIPMENT AND ACCOMMODATION**

### **Offices and Staff Rooms**

Offices and staff rooms in new schools appeared to be adequate in area. There are some buildings in which little provision has been made for suitable privacy when principals are interviewing parents, teachers or children.

### **Libraries**

In most instances new schools contained adequate library space. (This is in sharp contrast to many of those buildings



erected even ten years ago in which the staff is now trying to adapt a small storage room or classroom for library purposes.) The inspectors commonly reported that the libraries could be much better equipped from the standpoint of facilities for processing and circulating books. Practically all libraries required a much larger stock of reference and free reading books. Only very slowly are many teachers and school authorities coming to realize that a well stocked and organized library is the real heart of any school.

### **Science Facilities**

New schools appeared for the most part to have a desirable amount of accommodation reserved for science instruction. However, the inspectors reported that in these schools and in many older established schools much added material was required in many physics and biology laboratories to meet standards for the experimental sections of courses. School administrators do not seem to have a planned program for regular additions to laboratory equipment. It should be noted, though, that a few schools have exceptionally good supplies and equipment.

There appeared to be a need in larger schools, particularly, of keeping an up-to-date inventory of apparatus and materials. As well, there was need to use laboratories more in the various science programs and to schedule laboratory facilities among various classes. Schools must ensure a maximum return from the high investment made in establishing laboratories.

### **Gymnasiums**

The great majority of new high schools have gymnasiums. These usually have minimal equipment upon establishment, but are gradually developing the facilities for a good physical education program.

### **Audio-Visual Aids**

The common practice in new schools is to provide audio-visual space on the stage in the gymnasium. However, the inspectors found that this space was infrequently used for the purpose for which it was designed once the school was in operation. The usual procedure was to darken a classroom. Many teachers appeared to feel that visual aids were more effective if used in the classroom in connection with the regular lesson.

As might be expected there are schools superbly equipped with visual aids and equipment; staffs of these schools made good use of what they possessed and secured instructional materials regularly from the Department of Education, the Department of Extension (University of Alberta) and the National Film Board. Other school staffs either made little effort to secure visual aids, or did not effectively schedule what was available to them.

### **School Stage**

Stage areas in many new schools suggested that the planners were considering the gymnasium more as a sports arena than

as a theatre. High school inspectors suggested that it was with respect to the stage particularly that one could see the domination of the architect and not the educator in school planning. Stages could serve for physical education and as projection rooms and yet have some such provisions for a modest school stage as high unfinished ceilings to permit suspension of drapes, wings of some depth, suitably placed electrical outlets, property storage space, and convenient access to certain class or other rooms that could serve as dressing rooms.

### C. PRIVATE SECONDARY SCHOOLS

Members of the high school inspection staff visited each of the private secondary schools during the year. In some of these institutions the instructional facilities were found to be spacious, airy, bright and tastefully decorated. In others, a building program to provide better facilities was under way. In a few schools classrooms are cramped, dingy and inconveniently arranged. Several of the private schools have very good laboratory facilities. A few have first-rate libraries, while other schools are making a determined effort to increase their stock of books and periodicals.

The private schools offered the regular high school program according to their aims and their means. Some schools, being primarily University preparatory schools, gave an academic course. Others offered a general program with some emphasis upon commercial subjects. Some extended their course offering to such subjects as agriculture and printing. Canadian Union College at Lacombe, for example, offered a very broad program and in addition provided part-time jobs for many students in the furniture factory, print shop, book bindery, and dairy.

With respect to entrance requirements, some schools as a matter of general policy screen applicants rigorously on the basis of their past academic records. Others admit not only good pupils but those of average and below-average records—often students who have experienced difficulty in other schools and who need the discipline and order of a residential school. In most instances pupils are attending private schools because parents have felt that they wished their children to be under the influence of a religious atmosphere.

The general quality of instruction in private schools is closely related to the calibre of teacher that the school is able to secure. Some schools maintain a stable and competent staff. Others have a greater degree of staff turnover and often have a certain percentage of teachers who are dedicated but barely competent.

### D. SCHOOL SURVEYS

During the year the high school inspectors were involved in fourteen special surveys. Such investigations usually resulted from a request by a school board to the Department of Education. Specific problems were posed and the Department detailed either

two or three Departmental employees (superintendents, high school inspectors, or members of the Division of School Administration) to investigate and to make a written report for transmission to the school board. In the school year ending in 1960 the following types of investigations were made:

1. To advise a school board with respect to which schools in a district should continue to operate when a new school was opened and to suggest the allocation of grades and pupils to these schools.
2. To study the necessity of new school accommodation in a district and to suggest the type of accommodation and facilities needed.
3. To make a recommendation on the choice of a school site.
4. To study the location and development of high school centralizations.
5. To advise which junior high schools should operate as "feeder" schools to one central high school.
6. To evaluate the science program facilities and equipment provided for science instruction in the high schools of a school system.

## **E. SUPERVISION OF INSTRUCTION**

### **Social Studies**

In the urban districts and in the large centralized rural high schools the social studies teachers were generally well trained, competent instructors. They were experienced and possessed a background of university courses in the social sciences. In most cases they were teaching in the area of their specialization.

The smaller high schools in towns and rural centers had difficulty in obtaining and keeping well qualified people, and frequently found it impossible to place them in the area of their specialization.

The effectiveness of the teaching of the social studies varied considerably from school to school, and also within larger schools. As has been noted in these reports for many years, there are still many teachers who feel that a single textbook constitutes the course; they rely heavily upon lecture procedures, on textual study and on notes that the students abstract from the text. Such teachers would require the students to master a certain body of factual material and give evidence of this mastery at examination periods.

Other teachers, while stressing the sound scholarship associated with mastering an essential body of material, attempted to accomplish two things additionally. First, they gave specific and regular practice to pupils in appropriate study and research skills. Second, by using procedures involving inductive and deductive reasoning, they helped students to form the habit of

developing generalizations about human history; some of these generalizations were "scientific" (climate and soil directly affect the natural products of a region); and some were "philosophical" (no nation by force alone has ever kept another nation permanently in subjection). Teachers of the latter type mentioned were usually those with both a good academic and professional background.

All schools had a good supply of authorized textbooks. Secondary references were in fair supply. Other general social studies references such as pamphlets, articles, magazines, pictures and historical maps varied greatly in quantity from school to school. The real problem with these latter materials was that very few teachers had taken the time to so file and organize them that they were readily available to the students for research purposes. However, there is some evidence that teachers are beginning to pay more attention to effective filing systems.

### **Mathematics**

In schools outside the cities the efficiency of mathematics instruction varied within very wide limits. There were some heartening examples of effective and even imaginative teaching, but only too frequently the teacher was ill qualified for his subject. To up-grade the mathematics qualifications of Alberta teachers is a formidable task. Until such time as this can be done, progress in implementing "modern mathematics" will be very slow.

Instruction as observed in the city schools inspected was generally competent but prosaic. The courses were being satisfactorily covered but with little color or imagination. Close adherence to the textbook and complete reliance upon it was common practice. Manipulative skill seemed to be more sought after than understanding. Mathematics classrooms, with two or three exceptions, gave little evidence of the use of any visual aid except the blackboard. Some interest was expressed in different schools in a mathematics laboratory, though no action has been taken in any city school to set one up. The beginnings of a mathematics shelf in the school library were noted in most schools, but the books appear to have met with very little use. Differentiation of instruction had not reached the point, for example, where the bright students in mathematics were working on individual enrichment projects which involved use of the library.

For several years there has been developing a trend (in larger schools at least) to a "streamed" mathematics program. Mathematics 10, 10X and 11 are academic, general and business mathematics respectively; students entered a particularly stream depending upon the mathematics mark they secured in the Grade IX examination. Mathematics 10 was commonly taken by matriculation students, and either 10X or 11 by diploma aspirants.

Larger schools also were using various administrative devices to speed students through programs. For example, semester plans were used concurrently with the annual offering of certain courses, and summer school sessions are being inaugurated.



During the year the principals of the high schools in Beaver County, Clover Bar, Lamont, Two Hills and Vegreville embarked upon a mathematics survey in all high schools in these larger units. The purpose of the survey was to assess the results that were being achieved in mathematics teaching with a view to undertaking, where locally it was deemed necessary, remedial measures or changes in teaching procedures that would bring about desirable changes in the learning or teaching situation. The first stage of the project was completed in the spring term of 1960 and follow-up measures will be taken early in the fall term.

Although initially this project was planned by the above school divisions it was enlarged by admitting at their request the remaining school divisions in Zone 3, namely Wetaskiwin, Leduc, Wainwright and Vermilion. The addition of these four divisions doubled the school population involved in the study. As a consequence the findings should be more reliable than they would have been with the original group.

In undertaking this study the principals wished to establish a 1960 bench mark of achievement which could be used for comparative purposes in future years in evaluating the quality of pupil achievement in mathematics in any school or school system in the zone. Valuable assistance was obtained from the Co-ordinator of Tests and Measurements of the Department of Education in the initial testing. The project had as one of its aims to give effect to Recommendation 14 of the Cameron Commission which stated in part that steps should be taken "to sample and maintain continuous records of achievements in crucial subject areas throughout the whole school system."

## Science

Again, the cities and larger towns appeared to have had the good fortune to have on staff well qualified individuals who were teaching in the areas of their specialties. Smaller schools were generally not so well staffed.

The high school inspectors reported that the physical facilities for the teaching of science were gradually improving. Some schools were well equipped with rooms, laboratories, materials and science reference books.

With respect to teaching procedures, lectures and demonstrations were widely used, but there was little evidence of much laboratory work by the pupils.

In a number of city schools special science courses have been developed to meet the needs of non-matriculating and non-diploma students. The content of these courses was of a general nature. There is some question, however, that the lecture or lecture-discussion method which was commonly used is actually well suited to these courses. It would appear that more demonstrations and laboratory exercises would give both more powerful motivation and more effective learning.

## Music

The number of classes in music was relatively few; most of these involved choral training almost exclusively. At a few centers pupils received instruction in band or orchestral instruments. At several rural points a bandmaster visited a number of schools regularly; a teacher was in attendance during the band sessions.

One of the difficulties involved in offering music as an option is that well-qualified teachers are in short supply. Music also has had to compete against other attractive electives, and since most students are attempting a matriculation program the electives possible to each student are limited.

## English

The sustained interest in the improvement of English instruction that was noted in last year's report was in strong evidence during the period under review. In the City of Edmonton for example, English Departments have been established under the leadership of English Co-ordinators. Regular meetings were held by the English teachers for exchange of teaching ideas, for planning long and short range teaching projects and for evaluating pupil achievement. One of the major undertakings of the Edmonton high schools has been the conducting of an experimental program in "streaming" pupils with a view to fitting English instruction to the needs of different pupils grouped on the basis of ability and past academic achievement. Naturally, in an experiment of this kind many problems were encountered, some of which were not solved. It is significant and encouraging, however, that teachers had a strong desire to find better ways of teaching and were turning to research and experimentation to find answers to their teaching problems.

An interesting experiment was embarked upon by the "Five School Project" in offering a special course in Language and Literature 10 to provide a suitable remedial and developmental course in English to students at the Grade 10 level experiencing serious language and reading difficulties. Eight schools were involved in this experiment. Four schools offered the special course and the remaining four served as control schools offering the regular English 10 course. The results of the experiment will be studied early in the fall term of 1960 to determine the value of the new course in meeting the needs of pupils whose past achievement in English has been low.

## Guidance

Guidance services for high schools have as an objective the giving of such assistance to students as will enable them to achieve well in their school work. Various aspects of guidance are given attention such as orientation to a new school or grade, educational and vocational planning, and consultation concerning personal problems. Guidance services contribute in no small measure to the holding power of a school. Facilities provided for this service are considered fairly satisfactory in most schools,

even though somewhat unnecessarily decentralized in some large city schools.

In school systems such as that of the Edmonton Public School Board a corps of counsellors has been established in each school in accordance with a board policy of providing one such person for 612.5 students. This ratio is considered somewhat low; the ratio 1:450 is suggested as being more in harmony with current thought. Those assigned duties as school counsellors should be mature, experienced teachers who should have completed essential courses in the field of guidance. Most, but not all, persons presently designated as counsellors meet those requirements.

In general while specially trained persons are necessary as counsellors and guidance staff, these should not be freed completely of classroom instruction, nor should they be the only persons concerned with guidance services. All teachers should be involved in the guidance program, not in specialist capacities, but as those who know pupils well and who have the broader interests and welfare of students before them. This calls for a greater degree of liaison between teachers and counsellor than is currently the case; it also suggests that all teachers must be more familiar with their pupils—the capacities and aspirations of each.

The need for a greater degree of communication between guidance workers and regular staff members, in composite schools particularly, suggests the desirability of establishing a Guidance Council in each school on which would be represented various interests—e.g. shop, business, academic, fine arts, etc. At all times communication routes must be kept open between guidance counsellors and the administration of the schools.

Guidance is seen as an integral part of everyday classroom and extra-curricular activities. To further this relationship, the possibilities inherent in the "home-room" organization should be explored.

### **Modern Languages**

French is the language offered most frequently in high schools. In many classrooms in 1960 it was taught almost completely on a reading and writing basis. Relatively little attention was given to aural and oral skills. This situation prevailed because high school and general university training have not given many teachers the competence to deal with the language orally; they were reduced to vocabulary study and grammatical analysis alone.

In most cases in which the teacher is French, has studied in Quebec, France or at the Banff School of Fine Arts, or has done advanced university work in modern languages, inspectors found that the pupils were receiving a more balanced program. Special stories, songs and games were common. French clubs, formed to operate extra-curricularly, enjoyed a large membership.

A number of school systems in the province are encouraging selected students to study French from the Grade VII level up,

and in a few instances from Grade IV. These students, although they pose certain administrative problems when they enter Grade X in schools in which many other pupils have had no French previously, are in a position to receive advanced instruction in high school.

Generally speaking, it is the composite schools and the large town schools which possess French language specialists, apart from French communities in the province.

German was offered in relatively few classrooms. Comments made above about inadequate teaching procedures in French tend to apply to German as well.

Ukrainian was being offered in a number of schools, primarily those in areas of Ukrainian settlement. Whether Ukrainian will grow in popularity and become general in other areas remains to be seen.

### **In-Service Education**

In-service activities in different subjects were widespread and common. Discussion groups were formed at conventions and institutes. In some areas Saturday morning meetings were called to discuss examinations in certain subjects. In the composite schools regular meetings were held under the chairmanship of department heads; for the most part these meetings to date have been occupied with the setting of common curricula and common examinations, though some groups have been involved in the drafting of new or "pilot" courses in Mathematics, Science and English.

One-day workshops in particular subjects are becoming a feature of rural education. For instance, in the Wheatland Division one workshop was devoted to Typewriting, one to Biology. Laboratory techniques in Science were studied at Hanna.

A two-day science workshop was held in Wetaskiwin on January 7 and 8, 1960, under the aegis of the Five School Project. In one respect the project was overly ambitious for an attempt was made to deal with science problems in physics, chemistry and biology at all grade levels in the high school. At the conclusion of the workshop it was generally agreed that physics and chemistry had received thorough coverage, but lack of time and the fact that relatively few of the teachers present were teaching biology resulted in limited attention being paid to the problems of teaching biology. In view of this the biology teachers decided to hold a one-day workshop on a Saturday later in the spring term. Such a workshop, held at Lacombe on Saturday, March 19 was attended by approximately thirty teachers and proved to be most successful. The success of the workshop can be attributed to these factors:

1. It was restricted to one subject area.
2. It was preceded by careful planning.
3. Emphasis was placed on practical demonstration work performed by experts.



4. An excellent display of text, and other source materials, laboratory equipment and plant and animal specimens proved to be of great value, especially to the less-experienced teachers.
5. Teacher interest and participation was keen throughout the whole day; in fact the workshop extended an hour longer than originally planned and would have continued longer had not previous commitments by the two university consultants made it necessary to end the conference.

The highly professional attitude displayed by the teachers who participated in this workshop is deserving of special comment. The willingness of teachers to give freely of their spare time to promote in-service-improvement projects of this kind and the eagerness displayed in sharing teaching ideas augurs well for continuous professional growth by Alberta teachers.

## F. THE SMALL HIGH SCHOOL

The small high school is one in which there are fewer teachers than grades. This condition usually results in each subject receiving less than standard instruction time. One- and two-room high schools are commonly "small" high schools in the above sense of the term; the numbers of these schools appear to be decreasing slowly from a peak reached several years ago.

Year	High Schools of One Room	High Schools of Two Rooms
1954-55	60	79
1955-56	92	77
1956-57	107	76
1957-58	95	82
1958-59	83	74
1959-60	75	67

The decline noted above may be attributed to various factors:

1. Increasing enrolments have brought about the development of some high schools into three- or four-room standard instruction time units.
2. School boards, recognizing the deplorable final examination record of most small high schools, have brought several schools together to form one larger unit; or, failing to secure a teaching staff have effected the same combination.

There are quite obvious differences between the average standard-instruction-time school and the average substandard-instruction-time school. First, the teachers in the former are usually better qualified and are often more permanently situated, both factors contributing to increased stability. Secondly, the equipment, including library and laboratory materials is usually more extensive in the larger schools.

The small high school continues to exist in two different kinds of situations. In one, distances are so great between homes

and towns that creation of a large high school through vanning is impossible. Since few parents care to have their children reside in dormitories, the only other possibility is a small high school: To create a standard-instruction-time school with one teacher for each high school grade of six or seven pupils is usually out of the question because of the expense involved.

In the other situation, there are small high schools closely adjacent one to another, but local jealousies prevent their profitable combination. Even when a district has had unsatisfactory high school teachers for many consecutive years, it still tends to prefer its "own" school.

Recent school survey reports by Departmental officials have advised boards that it is preferable to educate a child through Grades X to XII in one school, for it is felt that the school which has to assume the responsibility for final examination results should have the privilege of giving the student his foundation of learning. In many small high schools which terminate at Grade XI, the promotion policy is so lenient that students pass to Grade XII in another school ill-prepared for the rigors of Departmental examinations.

## **G. THE LARGER HIGH SCHOOL**

As high schools increase in size there is an obvious tendency for them to offer pupils more subjects and teachers more specialization. A few industrial arts and home economics courses are usually added first, as well as a few commercial electives. With added enrolments, the commercial program becomes more complete. Unless the school actually develops into a true composite school (offering complete programs in academic, commercial, general and technical courses to the Grade XII level) the school program usually becomes static at Grade XI commercial and Grade XII matriculation and general diploma patterns. Most of the larger high schools in Alberta now show this typical pattern.

The larger schools tend to secure a competent type of teacher and to have a reasonable degree of staff stability. The administrators in these schools are generally experienced, and have often been in charge of their schools for periods of many years.

## **H. CITY HIGH SCHOOL INSPECTION**

City inspections take place as detailed in the 1959 Annual Report of the Department of Education. In 1959-60 the public high schools of Edmonton were visited by the high school inspectors. Formal reports were written upon many teachers, subject reports upon the major subjects, school reports upon each composite unit, and a general report upon the administration of the school system. The inspectors also held a conference with the Edmonton administrative staff to discuss the findings set forth in the various reports.

## **1. INSPECTORS' SUPERVISORY ACTIVITIES**

### **Classroom Visits**

These are usually of half a day's duration. At the end of the visit the inspector ordinarily spends some time with the teacher discussing strengths and weaknesses in the teacher's conduct of the classroom. A formal report is usually written upon the teacher if the teacher requests it, does not hold a permanent certificate or is new to a school system. On occasion a school board requests reports upon all teachers in a particular high school. It is customary for the inspector to discuss staff competence with both the school's principal and the school superintendent.

### **Staff Meetings**

During school visitation inspectors make themselves available for staff meetings if the staff wishes to discuss particular subjects or problems. Such meetings offer opportunities for an exchange of "viewpoints" particularly upon teaching techniques and Departmental policies.

### **Principals' Meetings**

Each high school inspector holds a meeting early in the fall with principals of each school system. Problems of program, organization and staffing are discussed; schools thereby become efficiently operational within a few days. During 1959-60 high school inspectors also attended a number of principals' association meetings, giving addresses or acting as consultants.

### **Zone Meetings**

The province is divided into six zones, in each of which there are ten or eleven school superintendents, provincially and locally employed. The zone members hold regular meetings as a part of their in-service training in the superintendency. A high school inspector is attached to each zone, and is expected to act as a consultant on high school problems and general school administration. To this end, part of each zone meeting is given over to the high school inspector specifically, though he is called on to participate in other parts of the program.

### **Conventions and Institutes**

High school inspectors attend all teachers' conventions. At many they speak, or are invited to be consultants. During the year the inspectors attended many institutes, again giving service in various capacities.

### **Special Projects**

Projects are proceeding in many sections of the province in elementary arithmetic, in new music programs for certain city schools, in examinations for some Grade IX subjects, in special

institutes for school principals and in high school language procedures (English). To one degree or another, various high school inspectors have been involved in each of the projects mentioned.

## **J. NON-SUPERVISORY ACTIVITIES**

All high school inspectors were members of the Senior High School Curriculum Committee. One inspector served on each of these subcommittees: Accreditation, Leisure Reading, French, Biology, Dramatics, Social Studies, English, Mathematics.

With respect to examinations some inspectors served on committees setting Grade XII papers; others served on revision committees. One member of the staff supervised the marking of all Grade XII examination papers at the School for the Deaf in July of 1960. The inspectors were represented on the High School Entrance Examinations Board, and the High School and University Matriculation Examinations Board.

The following are other committees or groups to which one or more inspectors devoted time: The Modern Mathematics Advisory Committee, the Alberta Schools Athletic Association, the Five School Project, the Composite School Project, the Policy Committee of the Leadership Course for School Principals, the Advisory Committee on Private Secondary Schools and Colleges, the Peace River District Planning Commission, the Canadian Association of School Superintendents and Inspectors, the Alberta Junior Red Cross Advisory Committee, the Canadian Education Association, the Board of Teacher Education and Certification, the Alberta Conference on Educational Television, the Canadian Safety Council Conference.

During the year the inspectors were called upon to carry out a number of special investigations, many of them involving problems of teacher competence. Formal school opening ceremonies again required the attendance of various Department staff members. All of the inspectors devoted some evenings to extra duties such as graduation ceremonies and Home and School meetings.

With the Chief Superintendent of Schools as chairman, the high school inspection staff met for two short conferences during the year with officials of the School Administration and Curriculum Branches of the Department. These meetings ensured a flow of information from field to central office and office to field, provided co-ordination among the field staff, and gave all individuals concerned a surer basis for sound decision-making.



**TABLE I**  
**AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES BY INSPECTORS**  
**OF HIGH SCHOOLS**

	Average No. of Days
Inspection .....	70.7
Group supervision and research .....	15.7
Conventions .....	10.5
Investigations, surveys and meetings .....	12.9
Office Work: reports, correspondence H.S. Programs .....	64.4
Committee meetings .....	11.7
Curriculum revision and construction .....	3.4
Examinations .....	4.4
Special Duties .....	12.0
Post-graduate study and summer school .....	15.2
Travelling .....	6.4

**TABLE II**  
**MILES TRAVELLED BY HIGH SCHOOL INSPECTORS**

By own car .....	49,637
By public transportation .....	23,948
By other means (travelling with colleagues, etc.) .....	8,011

**TABLE III**  
**NUMBER OF HIGH SCHOOL CLASSROOMS, 1948-1959**

Year	Number of Rooms
1949 .....	1,096
1950 .....	1,112
1951-52 .....	1,203
1952-53 .....	1,135
1953-54 .....	1,232
1954-55 .....	1,351
*1955-56 .....	1,330
*1956-57 .....	1,470
*1957-58 .....	1,663
*1958-59 .....	1,836
*1959-60 .....	2,106

\*Not including teachers in private secondary schools, nor non-urban industrial arts, home economics and agriculture teachers.

**TABLE IV**  
**NUMBER OF OPERATING HIGH SCHOOL CLASSROOMS, 1958-59 and 1959-60**

	School Year 1958-59	1959-60
1. Calgary, Edmonton, Medicine Hat, Lethbridge and Red Deer .....	652	790
2. Camrose, Drumheller, Wetaskiwin and Grande Prairie .....	53	62
3. Other Centers, high schools of		
(a) one room .....	83	75
(b) two rooms .....	148	134
(c) three rooms .....	156	166
(d) four or more rooms .....	744	879
Totals .....	1,836	2,106
and Private secondary schools .....	120	134
	1,956	2,240

**TABLE V**  
**HIGH SCHOOL TEACHERS WITH BACHELOR'S OR HIGHER DEGREE, 1959-60**

Year	No. of Teachers
1950-51 .....	782
1951-52 .....	854
1952-53 .....	919
1953-54 .....	972
1954-55 .....	1,050
1955-56 .....	1,051
1956-57 .....	1,101
1957-58 .....	1,227
1958-59 .....	1,367
1959-60 .....	1,538

**TABLE VI (a)**  
**QUALIFICATIONS OF HIGH SCHOOL TEACHERS IN**  
**URBAN AND NON-URBAN SCHOOLS, 1959-60**

	Large Urban	Small Urban	Non- Urban	Total
1. Master's or higher degree with Alberta Teacher's Certificate .....	120	5	65	190
2. Bachelor's degree and Alberta Teacher's Certificate .....	576	41	731	1,348
3. Professional Cert. without degree .....	8	3	93	104
4. First Class Cert. without degree .....	26	3	73	107
5. Std. S. Cert. without degree .....	32	4	156	192
6. Other Cert. without degrees .....	23	6	131	165

2,106

(The above table does not include private secondary schools, nor teachers of agriculture, home economics and industrial arts).

**TABLE VI (b)**  
**QUALIFICATIONS OF TEACHERS, PRIVATE SECONDARY SCHOOLS**

Number of Teachers Holding:	1959-60
University degree and valid Alberta Certificate .....	71
Alberta Certificate without degree .....	24
Degree but no Alberta Certificate .....	30
Academic and professional standing but no Alberta Certificate .....	9
	134

**TABLE VII**  
**CHOICE OF ACADEMIC ELECTIVES, NON-URBAN SCHOOLS, 1958-59 and 1959-60**

Subject	No. of Schools	
	1958-59	1959-60
Mathematics 10 .....	375	364
Mathematics 20 .....	342	312
Mathematics 30 .....	254	258
French 11 .....	60	68
French 20 .....	235	291
French 21 .....	14	14
French 30 .....	224	242
French 31 .....	3	12
Latin 20 .....	19	17
Latin 30 .....	11	12
German 20 .....	9	44
German 30 .....	5	33
Science 10 .....	357	367
Science 20 .....	205	302
Chemistry 30 .....	250	250
Physics 30 .....	165	210
Biology 32 .....	223	243

**TABLE VIII**  
**CHOICE OF GENERAL ELECTIVES, NON-URBAN SCHOOLS 1958-59 and 1959-60**

Subject	No. of Schools	
	1958-59	1959-60
Mathematics 11 .....	120	159
Mathematics 12 .....	6	10
Mathematics 21 .....	75	86
Mathematics 31 .....	100	114
Biology 11 .....	194	160
Record Keeping 10 .....	126	111
Agriculture 10 .....	20	17
Agriculture 20 .....	3	3
Agriculture 21 .....	5	1
Music 10 .....	84	71
Music 20 .....	17	12
Music 30 .....	.....	3
Art 10 .....	90	105
Art 20 .....	4	16
Dramatics 10 .....	90	65
Dramatics 20 .....	3	3
Business Fundamentals 10 .....	90	97
Needlework 10 .....	6	.....
Literature 21 .....	75	84
Language 21 .....	30	17
Physical Education 20 .....	23	24
Geology 10 .....	.....	1
Printing 10 .....	.....	1
Law 20 .....	33	10
Psychology 20 .....	90	110
Sociology 20 .....	80	66
Economics 30 .....	35	41
Spanish 20 .....	.....	1
Spanish 30 .....	.....	2
Ukrainian 20 .....	.....	16

TABLE IX

CHOICE OF ELECTIVES IN NON-URBAN SCHOOLS IN SPECIALIZED  
COMMERCIAL COURSES, 1958-59 and 1959-60

Subject	No. of Schools	
	1958-59	1959-60
Shorthand 10 .....	42	52
Shorthand 20 .....	22	17
Typewriting 10 .....	232	230
Typewriting 20 .....	76	89
Typewriting 30 .....	27	25
Bookkeeping 20 .....	55	79
Bookkeeping 30 .....	11	16
Clerical Practice 20 .....	.....	1
Office Practice 20 .....	15	15
Business Machines 30 .....	1	1
Secretarial Training 30 .....	3	3

TABLE X

CHOICE OF ELECTIVES IN NON-URBAN SCHOOLS IN PRACTICAL EDUCATION  
COURSES, 1958-59 and 1959-60

Subject	No. of Schools	
	1958-59	1959-60
Home Economics 10 .....	79	80
Home Economics 20 .....	24	24
Homes & Home Furnishings 20 .....	.....	1
Foods & Nutrition 10 .....	55	29
Foods & Nutrition 20 .....	8	6
Fabrics and Dress 10 .....	111	94
Fabrics and Dress 20 .....	34	29
Woodwork 10 .....	72	53
Woodwork 20 .....	4	1
Woodwork 21 .....	35	19
Metalwork 10 .....	7	10
Metalwork 20 .....	1	.....
Metalwork 21 .....	.....	2
Electricity 10 .....	4	6
Automotives 10 .....	17	10
Automotives 20 .....	3	2
Automotives 30 .....	1	1
Automotives 31 .....	.....	2
Arts & Crafts 10 .....	11	9
Drafting 10 .....	15	3
Drafting 20 .....	2	2
General Mechanics 15 .....	104	95
General Mechanics 16 .....	55	33
General Mechanics 17 .....	8	1
Agriculture 10 .....	20	17
Agriculture 20 .....	3	3
Agriculture 21 .....	5	1

## EDUCATION CONDITIONS AND PROGRESS IN THE CITIES OF ALBERTA

(Consolidated by Alan F. Brown)

Locally appointed Superintendents of Schools of the city districts each submitted a report on the conditions and progress seen in their schools during the year 1959-60. The reports covered a multitude of accomplishments and problems pertaining to the instruction carried out in elementary, junior high and senior high schools, its organization and supervision, and the special facilities and services present during the year.

### GENERAL

The school districts located in the cities of Alberta enrolled nearly one-half the pupils in the province. In these areas of relatively high population density several innovations in educational practice were made possible by means of coordinated efforts of supervisory and teaching personnel. Some of the highlights of the school programs as seen in the city systems included the following:

- (1) The modified grade organization in elementary schools,
- (2) the introduction of French instruction in division two grades,
- (3) participation in extensive experiments in televised instruction,
- (4) differential grouping of junior and senior high school students into homogeneous classes,
- (5) varying lengths of senior high school classroom periods,
- (6) enrichment, remedial and terminal programs at the secondary level,
- (7) participation in experiments and study groups for assessing newly published arithmetic textbooks,
- (8) the development of city-wide testing programs,
- (9) the carrying forward of local research projects, and
- (10) activities designed to enhance school-community relationships.

The heavy involvement of the teaching staff, in working committees and planning groups, was a keynote of each of these activities.

Major problems continued to be staffing and financing the program. The several processes required to supply new teacher appointments in sufficient quantity to staff newly opened classrooms and to fill vacancies caused by retirements and resignations was a continuous task throughout the year. Advertising, interviewing, conducting necessary correspondence, assessing and finally selecting teaching personnel required the utmost in careful attention to assure that quality was maintained.

The city school systems, including Alberta's largest, possess strengths which augur well for the future. Among these strengths are the following:

- (1) competent central administrators who use a cooperative approach to the development of policy and the solution of problems, usually aided by assistants, directors and supervisors,



- (2) principals of schools possessing high scholarship and administrative capacity, giving strong leadership in their schools,
- (3) teaching staffs well balanced with respect to age, sex, qualifications and experience,
- (4) staff and student morale at a desirable level,
- (5) buildings and facilities of high quality facilitating the offerings of a modern program,
- (6) school enrolments in numbers sufficient for flexibility of program, and for development of special courses designed to meet individual differences,
- (7) the availability of special services related to instruction, supervision, guidance, and extra-curricular activities.

## EFFECTIVENESS OF INSTRUCTION IN ELEMENTARY GRADES

### Language

The language arts program as carried on in the elementary school has been developed to provide the children with opportunity to gain through listening, reading, observing, thinking and experimenting, those experiences so vital to stimulating oral and written expression. Further, it provided for the presentation of techniques and skills needed to communicate ideas.

Language skills were taught in a functional manner in conjunction with a core curriculum. Considerable interest in the new Elementary Language Bulletin 2c was reported by all city superintendents. The advent of this bulletin, along with the authorization of two new series of texts — *Language Comes Alive* and *Language Journeys* — resulted in a more intensive study of the language program in many of the districts. The study was assisted by the distribution of a monograph on *Improvement of Written Language through Action Research* by the Alberta Teachers' Association. In several city districts this meant committee work by groups of interested teachers, staff projects, and classroom experimentation. In others the new bulletin was used as a methods' guide to supplement their own existing language outlines.

The new textbooks, both series of which are produced in Canada, follow closely the new language bulletin and have been reported as more satisfactory than the *Language for Meaning* series of earlier authorization.

As the result of early testing in language, an attack on specific weaknesses was made. Vocabulary development, paragraph writing, handwriting, and general content are aspects of the program which, in one system or another, received particular emphasis during the year.

### Science

Since the introduction of the new courses and texts for elementary science, now in their second year, the effectiveness of

instruction has improved. Several schools have been provided with science kits and other resource materials with the intent of bringing science study to the pupil in terms of experimentation and discovery rather than restricting the program to the memorization of facts. At least one city has made microscope sets, a bioscope and a planetarium available to elementary schools. Some teachers had caught the spirit of science teaching and were doing a considerable amount of their work through the medium of class projects. The interest revealed by both the pupils and the teachers indicated that the science course achieved its objectives in developing a scientific attitude, in problem solving and in mastery of content.

The multiple authorization of science textbooks has proven very satisfactory in most of the city systems. Usual practice has been for one series to be provided to the pupils with sufficient copies of each of the other two series as references. One superintendent reported that the teachers were so satisfied with the authorizations that they felt all three textbooks should be provided to each pupil. In general, however, it was felt that the most effective teaching in science came from those who did not bind themselves to a textbook approach. The problem of integrating the science content of the new course from grade to grade, which several teachers experienced initially, has to a large extent been overcome during the second year of the program through increased familiarization.

## **Music**

The effectiveness of music instruction in the elementary school has varied greatly from school to school and from classroom to classroom, depending chiefly upon the specific competence and interest in music of the individual teacher. Thus one superintendent reported choral and instrumental music instruction to be at a high level. Another observed that classroom teachers neglected music, that musically trained teachers were scarce and that many teachers were slow to use what talent they had. Of great assistance to many teachers was the radio series provided by the School Broadcasts Branch.

A factor that has contributed to the success of the music program in several city districts has been the employment of a Music Supervisor. The Supervisor assisted teachers in developing a program, provided resource materials, conducted meetings for the interchange of ideas and frequently initiated new practices such as the Bremner-Garcia vocal apparatus development method used in one of the cities. The practice of exchanging classrooms so that the more musically competent teacher teaches two or more classes in a school continued to be popular among elementary teachers and had the effect of achieving a more complete utilization of specific resources within a staff.

Choral singing received more attention than theory throughout most of the schools, and was fostered through a study of popular, traditional and modern music. Besides choral work, several schools developed an instrumental music program beginning with rhythm bands and tonette groups.

## EFFECTIVENESS OF INSTRUCTION IN JUNIOR HIGH GRADES

### Language

Students showed an interest in their language lessons and teachers were generally well qualified in this subject area. The quality of the program was affected by the degree to which the teacher's plan was based on the needs of the students and the objectives of the language curriculum.

Instruction in grammar received considerable emphasis in the majority of classes. Grammar must be taught, but several superintendents noted that the purpose and effectiveness of grammar instruction was lost unless it was related and applied to the improvement of the students' oral and written usage. There was a wide variation in the degree of emphasis and time being given to oral and written language. Class questioning, discussion and reporting provided the most frequent opportunities for oral language; in some instances an oral program was developed through formal parliamentary debating, panel discussions and social dramatizations. With respect to written language, some classes were receiving continued direction both in creative compositions and in writing related to other school subjects. Teachers in these classes strove to maintain a good balance between instruction in the mechanics of writing and actual opportunities for writing, integrating the two. Spelling lessons continued to be taught effectively, with due attention being given to word meaning and usages.

The degree of dependence upon the authorized language text varied from those classrooms in which it became the entire language program to those in which it was used as a reference. Most common was for the language program to be developed by the teacher, or by a committee or teachers with supervisory assistance, using the text as a basis but supplemented by various other instructional materials.

The evaluation of student achievement in language utilized a number of tests most of which were decided by the classroom teacher or, as was becoming increasingly popular in city systems, by groups of teachers within a school or across the school district. The development of self-evaluation guides, particularly for written compositions, were used chiefly for training pupils in the important matter of editing, revising and rewriting.

### Social Studies

Improved library facilities over the past few years have contributed to a general improvement of instruction in the social studies. Presenting a social studies course so that pupils understand a quantity of significant facts from which to draw generalizations and see important relationships requires a high degree of organization. Teachers generally followed the topical organization of the curriculum guide although several competent teachers reorganized the program.

A wide variety of instructional material was brought into play to assist pupils in the development of important social studies concepts. In addition to libraries, classes secured booklets, pamphlets, and brochures on several topics, several subscribed to the *World Affairs* magazine and much use was made of the films from the Audio-Visual Aids Branch and filmstrips from the Branch or from the large and growing school filmstrip library.

In several of the urban districts, social studies was blocked with language; in several, however, it was not. Regarding the latter it was argued that although blocking, which involves a close association of the two subjects, does provide the opportunity to relate language learnings and experiences to a meaningful body of subject content, the same might be said if language is blocked with science, literature or reading, or even without a formal block of any sort. In a number of schools there was a blocking of the language arts, viz. language, literature and reading, since these are the subjects most vitally concerned with training and experience in effective expression. The view reported by some superintendents was that the special training, aptitude, and interest of the teacher should be a prime consideration in scheduling a block of subjects together. Others, using the block, noted that a recent critical approach to the teaching of language has resulted in an increased attention to the use and development of good English in the social studies, thereby effecting an improvement in both subjects.

## Science

The courses of study in junior high school science, including the new grade VII and VIII curriculum guides have met with an enthusiastic reception. A sound balance was maintained among such activities as formal lessons, demonstrations, pupil experiments, readings, pupil reports and evaluation. Students' notebooks and class discussions reflected adequate attention to current developments in the field of science. Interest in the experimental approach and in gathering materials for displays was particularly high and served to motivate other content areas of the science program.

The "science room" was seen as an emerging feature of junior high schools in the city districts. Facilities which enhanced the quality of science instruction included laboratory tables and elevated demonstration tables, fume cabinets, supply rooms, display areas, extensive science supplies, equipment, books, magazines and pamphlets. Again the use of films and filmstrips played a large part in developing science understandings.

In schools where junior high instruction was departmentalized, there was an increasing tendency to allocate teachers to science who were better prepared through some specialization at the university level. Superintendents and other supervisory personnel in the cities enlisted the co-operation of outstanding science teachers in organizing committee meetings and projects of in-service education which had the general effect of upgrading science instruction.



## ORGANIZATION AND INSTRUCTION IN SENIOR HIGH GRADES

### English

Superintendents generally expressed satisfaction with the quality of instruction in the senior high school English courses. Emphasis was placed on the improvement of students' oral and written compositions. In some districts it was possible to inaugurate special courses in remedial language and reading. Still in the experimental phase, reports were that the courses were achieving the desired result in a large number of cases. The technique of remedial teaching at the senior high school level, however, was seen as one which required further research and development. As enrichment courses, Literature 21 and Creative Writing 21 played an important role in broadening the scope of the English program for interested high school students.

In the majority of city high schools the instruction in English courses was organized and assisted by a department head or subject co-ordinator. Under the leadership and responsibility of the English co-ordinator, the instructional improvement activities of a typical English department in a typical composite high school included the following:

- (1) Group meetings for the discussion of the aims and content of the various English courses and of methods of implementing them.
- (2) Planning of special projects, for example spelling and vocabulary improvement projects.
- (3) Devising and implementing methods of evaluating pupil achievement.
- (4) Studying and experimenting with methods of providing for individual differences, e.g. the planning of enrichment courses for the gifted and remedial courses for the below-par achievers.

### Social Studies

The concept of the social studies is difficult to develop since in this subject are included areas of content and concepts from history, sociology, economics, social and physical geography and political science. The teachers were well qualified academically and were usually teaching within their individual areas of specialization. Regular meetings of the teachers in the social studies department of a school were held by the department head or subject co-ordinator. At such meetings problems of a professional nature were studied, the purpose being to co-ordinate the efforts of the departmental staff to the end of improved instructional procedures and standards.

In most of the classrooms, a modified single textbook approach to social studies was used. A single basic text was studied intensively and supplementary references were used at the discretion of the teacher. A wide variety of effective lesson procedures were employed; these included lecture-discussion, textbook study,

and socialized recitations. Most common was the lecture-discussion with emphasis on content material. Evaluation of student achievement took a number of forms with city-wide tests set by committees of teachers being used in several city districts to assure uniform standards.

### **French**

In some of the smaller schools, the fluctuations in staff and difficulty of obtaining well qualified teachers resulted in wide variations in the quality of French instruction. In general, however, for the year 1959-60 the French courses raised their enrolments and were capably handled. Many of the city schools offered French 11 and sequent courses and some reported that the introduction of French in grade nine had a positive effect upon high school achievement in this subject.

While instruction in grammar and vocabulary has proceeded apace, particular attention to both oral and aural skills was evident. With the heightened public interest in the desirability of a second language has come an increasing enthusiasm towards French classes on the part of students. Schools have responded with a variety of measures designed to meet the demand.

### **Problems in Secondary Education**

One major problem that faced administrators was the difficulty of obtaining well-qualified teachers for high school courses. Although it was considered desirable that teachers at the senior high level be specialists in their respective subject fields by virtue of having completed at least three university courses in their subject, the accomplishment of this goal was frequently deterred because of the short supply of available teachers. Of great assistance to enhancing the professional competence of the staff has been the organization of subject departments under the leadership of Co-ordinators of Instruction or Department Heads. This practice was common to nearly all the city districts in 1959-60. Edmonton Public, in addition, appoints Grade Co-ordinators. The professional library, lodged either within the school building or centrally within the system, continued to be of service to teachers who were anxious to study their field and keep abreast of the times.

A problem of equal magnitude was the fitting of the school program to the needs of all students. Some schools of limited enrolment experienced particular difficulty in this regard. The expansion of several school buildings permitted a broader and more flexible program to be offered to the heterogeneous student body. Nevertheless, even in the largest composite schools the prestige of the matriculation route persisted with the result that many parents and students insisted upon an academic program when the likelihood of success was minimal. Increased guidance services and local regulations were the chief means of overcoming the situation.

To adapt instruction in English, science and mathematics to the needs of both the academically talented students and to

those requiring help, several schools began instruction in especially designed remedial courses.

The length of the classroom period was the subject of much interest and experimentation during 1959-60. Thus in Edmonton, for example, two public high schools operated on a five-period day, one on a seven-period day and two on eight daily periods of instruction. All the separate high schools in the same city scheduled classes so that on Mondays and Fridays all periods were 35 minutes in length but were 53 minutes long during the remainder of the week; most subjects were taught four times weekly in two long and two short periods.

### PROGRAMS OF SUPERVISION

Through the triennial inspection program of the Department of Education, each junior and senior high school classroom in Alberta's cities is visited once every three years by provincial school superintendents, high school inspectors and supervisors. In 1960 the classes visited were those of the Edmonton Public junior and senior high schools, and the junior high grades in Jasper Place public and separate school systems. Regarded as co-operative projects in evaluation, the inspections culminated months of intensive planning by committees composed of city principals, supervisory officers and master teachers along with the government personnel. The resulting evaluative criteria were placed in the hands of all teachers some time in advance of the visits during which they were used as guides to evaluation. Comprehensive general reports on the systems were subsequently issued. In addition to providing an independent assessment of the educational progress and conditions as observed, the projects served as a valuable program of in-service education for the personnel involved.

In the smaller city districts the superintendent had a major responsibility for direct supervision of teachers. In the larger systems this was augmented by the services of assistant superintendents, directors, general and special-subject supervisors, and consultants. Principals, too, have accepted their role as supervisors of instruction and, frequently with the help of assistant principals and department heads, provided a valuable service of consultation and motivation. All of these personnel, along with selected teachers, were actively engaged in programs of group and co-operative supervision, particularly through projects of an in-service education nature. Such projects were planned on a city-wide basis, or for groups of teachers with common grade or subject-matter interests. Many outstanding workshops and committees were initiated by the local teachers' association.

The chief purpose of in-service education was to provide teachers with the opportunity for learning through active involvement in actual classroom problems. Several of these problems centred around interpreting new curricula, developing testing programs, writing resource units, and a large number of topics in the field of meeting individual differences. Many of the participating teachers were those who were experienced, well-qualified teachers tackling some of the more persistent problems

in education. Accordingly, it was through such projects that city school systems were enabled to demonstrate local initiative in matters of curriculum construction and the designing of methods.

## SPECIAL PROGRAMS, FACILITIES AND SERVICES

### **Meeting Individual Differences**

In a sense there is nothing done in the classroom that, if done well, does not go a long way toward meeting the individual rates of progress and development and the individual interests and aspirations of the students. In the city districts, because of the concentration of large numbers of students within a limited geographical area, it was possible to organize several programs through which the accommodation of individual differences might be carried out.

At the elementary school level the development creating the most interest was the streaming system, and its variations, being tried in several districts. The arrangement which may be called unit-promotion system or continuous progress plan, attempts to make possible both acceleration and retardation, as well as enrichment and remedial programs, without pupils having to repeat a full grade or skip a full grade. The superintendents reported considerable parental interest was evident in these plans.

The operation of one terminal class for over-age grade nine students who may otherwise have dropped out of school continued to provide a satisfying school experience to a number of students. Several city districts laid plans for inaugurating similar terminal programs.

At the senior high school level the organization of the composite school provided the potential by means of which it was possible to organize a multitude of specific programs suited to the diverse abilities and needs of the student body. The wide range of elective subjects, including the remedial and enrichment classes mentioned previously, coupled with the use of the individual pupil timetable, enabled serious students to gain a particularly strong education. Those less serious were again reminded of the purposes of the school through the laggard policies in effect in most areas.

The extra-curricular programs flourished in most schools in the cities. The large student body enabled the expansion of extra-class offerings to include virtually any activity that would appeal to a group of students and have sound educational value. In addition to sports and social functions, there were special interest clubs, honor societies and special projects and contests. Under the guidance of staff members, these activities helped foster the leadership abilities of many boys and girls.

### **Special Services**

An attempt was made to provide in all secondary schools, guidance counsellors who were suited to the work by virtue of their personal and professional qualifications. These persons had



teaching duties in addition to the time devoted to counselling individual students, working with groups of students and holding conferences with the administration, other staff members and parents. The quality of educational, vocational and personal guidance offered in most instances was regarded as of a very high calibre. Teachers, frequently working through a guidance council within a school, rendered valuable assistance to the program.

Educational opportunities for exceptional and handicapped pupils were expanded and strengthened during 1959-60. In most areas all or most of the following were operating: opportunity classes, hospital and clinic classes, classes for those of low-visual acuity and for the hard of hearing, provision for retarded children, and travelling teachers for home-bound children. Periodic health check-ups, and regular and emergency health care were provided in all areas. Visiting teachers provided for the mental health needs of school children; the more serious cases were referred to the Provincial Guidance Clinics.

### **Evening and Summer Classes**

Summer school enrolments continued to climb as an increasing number of students availed themselves of the opportunity of securing the coveted matriculation standard without spending a full school year in classes. Two schools operated during the summer of 1960; one in Edmonton for public and separate school students of that city, and the provincial one at Red Deer for all Alberta students. In Edmonton, plans were made to offer grade eleven matriculation courses in another year.

Evening classes, which are a service of adult and continuing education to the public at large, were conducted in all the city areas. Course offerings included the matriculation subjects, which continued to be in strong demand, as well as vocational courses and those designed to develop one's recreational and leisure-time interests.

### **Libraries and Textbooks**

Expansion of school libraries was again recorded in 1959-60. Libraries of reference books and free-reading books as well as extensive filmstrip libraries served as an excellent adjunct to classroom instruction in many of the schools.

Textbook rental plans operated in all the city districts with the books supplied free or at a rental charge of about one-third the discounted price.

## REPORT OF THE SUPERVISOR OF INDUSTRIAL ARTS

(J. P. Mitchell)

The industrial arts courses are elective courses offered at both the Junior and Senior High School levels. In the Junior High School, a major function of the courses is exploratory so that while the student is familiarizing himself with some of the tools, materials, and processes of industry he is being provided with an opportunity to determine and develop his manipulative and creative interests, aptitudes, and abilities. These courses are offered in multi-purpose general shops where a variety of experiences in a number of industrial areas can be provided. In the Senior High School, there is increased concern for the realization of the pre-vocational and occupational preparation objectives. Most of the High School Courses are offered in composite schools where unit type shops facilitate a concentration of study and activity in broad industrial areas; general woodwork, general metalwork, electricity, automobiles and less frequently, drafting, craftwork, and printing.

Much credit for the rather effective facilities and programs being offered in many Alberta industrial arts shops is due to the interest and support of enlightened school superintendents and administrators. The number of students electing to take industrial arts continues to increase, especially in the Junior High School. The development and expansion of the offering over the past five years is indicated by the following table:

	Number of Instructors	Enrolment	
		Jr. High	Sr. High
1956 .....	207	14,141	8,578
1957 .....	216	15,333	7,627
1958 .....	236	16,739	8,806
1959 .....	237	17,214	8,594
1960 .....	255	18,400	9,071

The Supervisor of Industrial Arts is concerned with the development of adequate physical facilities and with the encouragement and facilitation of increasingly effective instruction. To promote and assist with the provision of adequate and suitable accommodation and equipment, a consultative service is provided for the School Buildings Branch, architects, administrators, and instructors. Improvement of instruction is encouraged by various means: supervisory and inspectional visits to schools; attendance at institutes, conventions, shop instructors' workshops, and principals' associations; the preparation and distribution of newsletters; and by providing assistance or information as requested. In addition to these, the Supervisor contributes to the various meetings of the General Curriculum Committee, High School Curriculum Committee, Board of Teacher Education and Certification, Industrial Arts Sub-Committee of the Board of Teacher Education and Certification, Industrial Arts Curriculum Advisory Committee, and the Composite School Principals' Group.

The industrial arts teachers in Alberta are voluntarily organized in five geographic areas and meet periodically for purposes of professional improvement. All meetings held this year were successful with many instructors indicating that they found these meetings most useful.

In January, the present Supervisor of Industrial Arts was appointed Principal of the Provincial Vocational School proposed for the City of Edmonton. In preparation for this new responsibility, he participated in an industrial survey of industry in the Edmonton area and was provided with the opportunity of visiting various Trade Schools and Technical Institutes in Manitoba, Ontario, Quebec and Minnesota.

The major area of concern remains the inadequate supply of suitably qualified teachers. Although the centers at Alliance, Cold Lake, Forestburg, Galahad, Legal and Trochu re-opened this year, the following centers were unable to obtain the services of a qualified instructor: Coronation, Daysland, Fort Kent, Grande Prairie (automotive shop), Guthrie School, Heisler, Mallaig, Markerville, and Rolling Hills. New accommodation was provided at Carstairs, Forestburg, Rosemary, Sundre, and West Jasper Place (Lynnwood School). In addition, the following new centers were established: Ardrossan, Bowness, Calgary Public (Sherwood Junior High School, William Aberhart High School, and Woodman Junior High School), Calgary Separate (St. Augustine's Junior High School and St. Mary's Boys' High School), Edmonton (Killarney Junior High School and King Edward Junior High School), Hinton and Innisfail.

#### STATISTICS RELATING TO SUPERVISION ACTIVITIES

Administrative visits to schools .....	38
Supervisory visits to schools .....	73
Conference and committee meetings (days) .....	23

#### STATISTICS RELATING TO SCHOOL OPERATION

No. of School Shops .....	284
No. of Circuits .....	20
No. of Shops on Circuits .....	49
No. of Instructors .....	255

#### ENROLMENT OF PUPILS

Grade VII .....	5,144
Grade VIII .....	7,030
Grade IX .....	6,176
High School 4-5 credit course .....	7,950
High School 8 credit (or more) course .....	1,121
Total Enrolment .....	27,471

### REPORT OF THE SUPERVISOR OF HOME ECONOMICS

(A. Berneice MacFarlane)

#### General Observation

While the traditional idea of home economics stressed almost exclusively the areas of food and clothing, the present trends toward management, family relations, child care, housing, grooming and nutrition make it essential that home economics teachers have knowledge of a much wider field. In order to assist the teacher in this important matter, continued attention, time, and interest was given by the Supervisor of Home Economics to workshops, teachers' conventions, newsletters, exchange of books, professional magazines, filmstrips, discussion groups, and home economics conventions in April and July. The Supervisor

was Chairman of the Program Committee of the Eleventh Biennial Canadian Home Economics Convention which was held in Edmonton and was well attended by Alberta home economics teachers. The program was planned to cover the various areas of home economics and to supply professional information and knowledge.

In addition to the task of supervision, inspection, the administrative aspect of staffing, planning and equipping home economics rooms, screening films and filmstrips, and curriculum committee work, special attention was given to the importance of evaluation as a continuing process rather than only as a culmination for a teaching unit. Evaluation sheets, etc. were developed and distributed.

### **Program Revision**

Chiefly because of lack of qualified teachers, it has been necessary for many schools to curtail the home economics program in the junior high school. In some cities, it has been possible to allow only part of the Grade VII girls to take home economics. This has resulted, in some instances, in Grade VIII and IX classes being composed of students who have varying degrees of experience. This naturally affects the program and the level of achievement. In order to assist teachers to plan programs which meet the needs of all the girls, the junior high school course is being revised. An interim course will be tested in approximately twenty classrooms in the school year 1960-61 in preparation for final revision and use in all schools for the school term 1961-62.

### **Teachers and Schools**

The shortage of fully qualified home economics teachers continues to be a major problem. The home economics rooms in the following centers were unable to hire qualified teachers: Alliance, Brooks, Castor, Coronation, Daysland, Drayton Valley, Fort Kent, Grande Prairie R.C. Separate, Guthrie (R.C.A.F.), Heisler, High River, Okotoks, Rolling Hills, Seven Persons, Three Hills and Trochu. Home economics rooms were re-opened at Cold Lake, Edmonton Public (Eastwood), Forestburg, and Galahad. New centers were opened at Ardrossan, Bowness, Calgary Public (Sherwood Junior High, second room in William Aberhart High School, and Woodman Junior High School), Calgary Separate (St. Augustine's Junior High and St. Mary's High School), Edmonton Public (limited program in Bonnie Doon Composite High School), Hinton, and Innisfail. New accommodation was provided at Blackie, Rosemary, St. Paul, Sundre, and West Jasper Place.

### **School Dormitories**

The four dormitories in operation continued to offer a worthwhile service to approximately 270 students. The fees range from \$15.00 to \$42.00 per month.



## STATISTICS RELATING TO SUPERVISOR'S ACTIVITIES

Administrative visits to schools .....	56
Supervisory visits to schools .....	88
Conference and Committee meetings .....	27

## STATISTICS RELATING TO SCHOOL OPERATION

No. of home economics rooms .....	253
No. of circuits .....	17
No. of home economics centers on circuits .....	40
No. of instructors .....	230
No. of dormitories .....	4
(The Alberta courses are being taught in 23 Indian Schools in Alberta and at Fort Resolution and Yellowknife, N.W.T.)	

## ENROLMENT OF PUPILS

In Special Classes .....	94
In Grade VII .....	4,976
In Grade VIII .....	6,899
In Grade IX .....	5,901
In High School .....	6,708
Modified Junior High in Indian Schools (enrolment for six schools only) .....	251
In Grade IX Correspondence Courses in Home Economics .....	24
In Needlework Correspondence Courses .....	53
In Foods and Nutrition Correspondence Courses .....	169
Total Enrolment .....	25,075

## REPORT OF THE GUIDANCE BRANCH

A. A. Aldridge, Supervisor

G. L. Peers, Assistant Supervisor

## Extension Work

(a) With Teachers: Increased interest in guidance services was evident in the number of meetings held during the year with teachers, counsellors, and principals. The total of 133 included institutes, conventions, staff meetings, meetings with Principals' Associations, and in-service training sessions with counsellors. The in-service work was particularly significant in that regularly scheduled meetings were held with special counselling groups to assist in the development of the programs in which they were engaged. Further evidence of this interest is the increase in enrolment in school guidance courses available at the summer school. The 1959 session found more than 225 teachers enrolled in these courses. Basic guidance areas receiving special stress are the maintenance of adequate records, the development and use of occupational materials, administration and interpretation of standardized tests, and visits to industry and co-operation with professional groups. Further to the maintenance of adequate records, the Alberta Student Record Card is being used increasingly to transfer essential information from school to school.

Guidance services were inspected in Edmonton high schools during February and March and an analysis of these services prepared.

The Seventh Annual Conference of the Alberta Guidance Association was held in Red Deer during Easter week. Approximately 80 counsellors and special class teachers attended to discuss topics of interest and concern to the work in which they are engaged. Attendance at the conference was on a voluntary basis during a holiday period. Mr. W. R. Morris, Chief Guidance

Officer, Alexandra Junior High School, Medicine Hat, functioned very ably as president.

The Association also organized fall workshops for counsellors in Edmonton and Calgary with Dr. John Helmick, Director of the Educational Testing Service, Los Angeles, as guest speaker. The success of this initial effort has encouraged the executive to consider further training sessions for the future.

Twenty-six counsellors from various parts of the province participated in an eastern tour of air stations during August as guests of the R.C.A.F. This kind of visit is of considerable value to the counsellor in presenting to him information that students may request through the interview.

The Provincial Guidance Committee, functioning in an advisory capacity to the staff of the Guidance Branch, held two meetings during the year to discuss further means of development and extension.

(b) With Laymen: Talks to adult groups during the year amounted to 21 of which 15 were given to Home and School Associations. As well, members of the Guidance Branch participated in the work of organizations that concerned themselves with problems that were associated with the work of the school counsellor. These included delinquency study groups, rehabilitation committees, and organizations such as the YMCA and the Boy Scouts. The General Guidance Committee, representative of business and industry, continues to function effectively in Calgary. The Supervisor continues to serve as Chairman of the Provincial Advisory Committee of the Junior Red Cross.

(c) With Students: Student inquiries answered through the mail totalled 675 for the year. Generally, these concerned themselves with requests for information about occupational fields, and requests for vocational material. Personal interviews of a counselling nature, including the application of tests, amounted to approximately 240. The program of career events involved 64 centres with 141 schools participating and an attendance of 12,800 students and parents.

## **General**

Contributions were made to the work of the Junior and Senior High School Curriculum Committees, the Provincial Guidance Committee, and the Health and Personal Development Curriculum Sub-Committee. The Supervisor served as Chairman of the High School Selection Committee for assistance to high school students under the Students Assistance Act. He also instructed in a basic guidance course at the Summer Session of the University of Alberta.

The experimental class sponsored by the Edmonton Roman Catholic Separate School Board at St. Basil's School to assist in preparing a selected group of students for employment was continued in the second year with possibly more marked success, due in part to the improved methods of screening and the experience gained during the first year of the experiment. A similar

type of program was offered in Clover Bar School Division in Salisbury School for a group of junior high school students. These classes are provided with a practical approach to mathematics, English, and science, and more attention to potential roles as citizens.

The Supervisor participated in two conferences of 4H Club members as banquet speaker.

Some assistance was provided in the second year of a Health and Group Guidance experiment being conducted in the schools of the Lesser Slave Lake area. This is an attempt to provide experience in the application of health education principles, including mental health, to the student's school life.

Discussions were held early in the school year with inspectors of Indian Schools and welfare officers relative to the guidance of Indian children.

Another area of considerable significance to the work of the branch is that dealing with research. This includes examination and selection of standardized tests, determination of specific information for use of counsellors, such as employment trends, examination and referral of current literature dealing with developments in guidance, and encouragement of the use of evaluative criteria to determine the effectiveness of the guidance work that is being attempted in the schools. The last-mentioned is becoming increasingly important.

### **Publications**

(a) Six Guidance Newsletters, four reprints, and revision of ten existing pamphlets were undertaken and distributed. Pamphlets published included a new edition of "Occupational Trends and Employment Opportunities", and the booklet, "Financial Assistance to Alberta Students."

(b) Pamphlets and other materials distributed to all high schools in the monthly mailing service totalled 85 for the year.

## REPORT OF THE CORRESPONDENCE SCHOOL BRANCH

(G. F. Bruce, Director)

The downward trend in enrolments in lower grades continued in 1959-60, while the upward trend in enrolments in higher grades became even more marked during the year.

### Enrolments

The total enrolment for the school year was 10,072. The elementary grades experienced another decline. Junior high school grades showed an increase in student enrolments, particularly in Grade IX. In senior high school there was a student enrolment increase of approximately 11.5 per cent. Pupil and student enrolments in the three sections for the years 1955-56 to 1959-60 were as follows:

ENROLMENTS FOR THE FOUR YEARS 1956 - 1960

	1956-57	1957-58	1958-59	1959-60
Elementary (Grades I-VI) .....	1,231	959	832	763
Junior High (Grades VII - IX) .....	1,063	1,132	1,049	1,309
Senior High (Grades X-XII) .....	6,790	7,362	7,526	8,380
	9,134	9,453	9,407	10,452

### Supervised Centers

There was a sharp increase in the number of supervised centers which were operated this year. Although there were only 29 centers in 1958-59, there were 50 in 1959-60. However, as experienced and capable supervisors were in charge, the number of centers having all pupils registered for correspondence instruction was only 6.

### Library Services

During the year the Branch sent out a total of 8,709 books for reading and reference purposes. The largest number of these was sent to pupils of Grades I-VI. For the most part, books sent to high school students were for required reading.

### Textbook Plan

This plan has worked well. It has proved to be much more satisfactory to the Branch, and has been greatly appreciated by the vast majority of students.

### Visiting Teacher

This teacher had another very successful and satisfying year. Many trying experiences were encountered, but the appreciation shown to her by mothers of children living far beyond the outskirts of communities, by parents of sick children, and by the children themselves, provided rich compensation. In the autumn months she visited in the Jasper, Lake Louise, Banff, Peace River, Cold Lake, Vermilion and Lac la Biche areas. In the spring months she went to widely scattered points south of Edmonton as far as the southern border of the province. During her periods of visitations she contacted personally about 190 pupils and students, some living at the extreme south-east corner of the province, others at the south-west; some far to the east and still others to the north-west.



## ELEMENTARY SECTION (Grades I-VI)

(Miss Ruth E. Lomas, Supervisor)

During the year a total of 763 pupils were enrolled for courses, 54 of whom were adults. Enrolments have been broken into groups as follows:

### CLASSIFICATION OF ENROLMENTS FOR THE SCHOOL YEAR 1959-60

In Supervised Centers .....	288	In North West Territories .....	10
In Homes in Alberta .....	396	In Other Provinces .....	13
•Adult Courses .....	24	In Other Countries .....	23
In Institutions .....	9		

\*This constitutes a new group. Special courses in English and Arithmetic were prepared with the hope of being of more definite help to adults who had failed to obtain any formal education beyond some lower elementary grade. These courses have proven themselves to be very acceptable to this group of students.

### Pupil Achievement

Pupils were about as successful as they had been in the previous year. Several factors over which the Branch has no control make it difficult to raise the percentage of completions.

Achievements of the total number enrolled have been summarized as follows:

### ACHIEVEMENTS OF PUPILS 1959-60

Promotions and recommendations .....	259
Promotions left to discretion of Superintendent .....	26
Supervisor checking .....	21
Courses not completed .....	150
Cancellations .....	307
	<hr/> 763

### Staff

The staff consisted of 10 permanent teachers, 2 temporary teachers and the supervisor. The visiting teacher and the one who prepared the adult courses are included in the total of 10 permanent teachers.

Three teachers of the section took evening university courses during the year. Two of these also attended summer school. One of the three completed Bachelor of Education requirements with first class honors.

More teachers were invited to visit children studying at home because of prolonged illness. Many of these visits were made by the teachers after working hours. The year also brought more pupils to the office to meet their teachers.

### Courses and other Materials

Two teachers commenced the revision of the reading lessons of Grades I and II. This work has been necessitated by the introduction of new readers. As usual, two News Letters (Winter and Spring) were produced and distributed to the pupils. These are always received with keen interest by the children.

## JUNIOR HIGH SCHOOL (Grades VII-IX)

(Miss Mary Dunnigan, Supervisor)

The year showed a definite increase in enrolment over that of the previous year. The greatest increase was in Grade IX. Enrolments for the past four years were as follows:

### ENROLMENTS BY GRADES FOR THE FOUR YEARS 1956-60

	1956-57	1957-58	1958-59	1959-60
Grade VII .....	231	226	202	261
Grade VIII .....	277	283	290	395
Grade IX .....	555	635	557	653
	1,063	1,144	1,049	1,309

The sharp and substantial increase in the enrolment of adults is significant. Enrolments for the three grades have been grouped as follows:

### CLASSIFICATION OF JUNIOR HIGH SCHOOL STUDENTS ENROLLED IN THE SCHOOL YEAR 1959-60

In Schools .....	54	Other Medical Cases .....	123
In Centers .....	73	N.W.T. ....	7
At Home .....	249	Outside Province .....	22
Incarcerated .....	55	*Adults .....	634
In Hospitals .....	92		
			1,309

\*For purposes of classification any junior high school student over 18 years of age is considered to be an adult.

It is gratifying to see that only a small number of students of school age in Alberta find it necessary to continue their education by correspondence. It is also encouraging to see that a considerable number of young adults are realizing the need for more academic education.

## Student Achievement

During the school year 37 Grade VII and 37 Grade VIII students enrolled for the full course and were promoted. In the two grades 115 others completed the work of one or more subjects. The majority of these might very well be adults.

It appears that as the number of students of school age attempting Grade IX courses by correspondence declines, so the academic standing held by this group of students becomes progressively weaker.

## Staff

Five teachers on the permanent staff and ten on the temporary staff performed the duties of this section. One teacher attended summer school and took a credit course leading to the Bachelor of Education degree.

## SENIOR HIGH SCHOOL (Grades X-XII)

(Mrs. Harriet Flint, Supervisor)

By June 30, 1960, a total of 8,380 students had registered for courses in the past school year. This is an increase over the previous year and is the highest senior high school enrolment

to date. Two factors contributed to this—a shortage of teachers qualified to teach in senior high school, and an increase in the number of adults seeking to improve their academic standing.

The 8,380 students were enrolled for 11,743 courses, of which some 4,000 courses were cancelled. Student enrolments and cancellations for the past four years were as follows:

ENROLMENTS AND CANCELLATIONS IN THE FOUR YEARS 1959 - 60				
	1956-57	1957-58	1958-59	1959-60
Enrolments .....	6,790	7,362	7,526	8,380
Cancellations .....	1,369	1,189	1,243	2,634
	5,421	6,173	6,283	5,746

### Non-Examination Subjects

During the year 3,842 students were enrolled for 5,215 non-examination subjects. Of these, 999 studied exclusively by correspondence; 2,843 supplemented their classroom programs. Of the first group, 47 were teachers, 54 held High School Diplomas and 153 studied under adult privileges.

The great majority of students attending senior high school registered in only one or two subjects. A few students who were not attending school did outstanding work by completing eight or more courses and obtaining honor gradings.

### Examination Subjects

At the end of the school year 1,778 students—271 adults, 237 teachers, 294 diploma students and 976 students of school age, were enrolled in Grade XII examination subjects. One thousand, seven hundred and sixty-two departmental examinations were written during the year.

The percentage of honor students was considerably higher than the provincial average. Nevertheless, results were quite disappointing in some subjects. It is very clear that when students conscientiously do their own work good results are virtually assured. Unfortunately, too many students resort to the methods which lead to disappointment and failure.

Thirteen students wrote from four to seven examinations to complete matriculation programs. Their averages ranged from 72.6 to 29.2. The best individual performance was that of a sixteen-year old boy who completed work in seven examinations with an average of 72.6.

### Staff

During the year the maximum number of teachers employed totalled sixty-one. Three of these rendered part-time service only; seven others were employed for the busy season only.

One teacher who is working to obtain his Ph. D. degree was on leave of absence for five months. Four others attended night classes at the University of Alberta, three seeking graduate and one, undergraduate credits. One other completed a graduate science course by attending lectures and laboratory classes on Saturday mornings. Two teachers attended the summer session of the university and took graduate courses.

During the year six resignations were accepted. Two other teachers retired after having given splendid service to the Branch.

### **Course Changes**

The Psychology 20 course was re-written during the year. The instructor prepared not only the lessons but also the basic study material for correspondence students. Other courses were extensively or slightly revised as the need required.

### **Items of Interest**

One girl in Grade XII placed sixth in the Cantex Essay Contest. Three partial students won scholarships for Northern Alberta. The Helen MacMillan Memorial Prize in English 30 was won by a young man from Coleman who obtained a mark of 92 on the Departmental Examination.

One hundred and twenty students were medical cases and 58 were incarcerated. One of this last-named group completed six matriculation subjects at the Grade X level and obtained an average of 76%.

## **GRADE XII SUMMER SCHOOL — RED DEER**

(G. F. Bruce, Director)

The ninth annual summer school was held at the Lindsay Thurber Composite High School, July 6 to August 14 inclusive. As the University of Alberta operated a summer school for teachers holding matriculation deficiencies, the enrolment of teachers at Red Deer was discontinued. As the Edmonton Public School Board operated a school for Edmonton students, the enrolment of students at the Grade XII Summer School was reduced even further. One hundred twenty-eight students attended.

The greatest demand was for instruction in Mathematics 30. Mathematics 31 was offered after having been dropped for a few years; but only 7 students were enrolled. Chemistry and French were next in demand to Mathematics 30.

The teachers, several of whom have taught at the summer session for a number of years, were of the opinion that the student group was not quite as competent as in the past. This seems likely since no teachers were in attendance. The staff—principal, teachers, librarian, supervisors and secretary, showed definite interest in the welfare of the students, and rendered commendable service.

The basic organization of the time table was the same as in previous years. The morning was divided into an 8:00 a.m. - 10:00 a.m. period and a 10:00 a.m.-12:00 noon period. Laboratory and library periods and extra classes were held in the afternoons and evenings. These gave each student at least three hours of study at each subject per day.

The 128 students attempted 181 courses. Ninety-four per cent of the supplemental examination papers written merited "C"

or better standing. However, the percentage which obtained "B" or better standing was the lowest in the history of the school—65 per cent.

The students were very diligent, but because of definite weaknesses in their background, results were not as good as they had been in previous years.

### NIGHT SCHOOLS

There are several types of continuing education sponsored within the province by government departments and the University of Alberta. The Department of Education provides grants to school boards that offer evening classes in the regular high school subjects and for courses which approximate regular school subjects in reasonable degree.

For the special benefit of immigrants financial assistance was provided by the Department of Education and the Dominion Government to school boards that offered instruction in Basic English and Citizenship. Books for the latter course were supplied by the Department of Immigration and Citizenship, while the Department of Education furnished a course outline.

A number of voluntary organizations and individual teachers provided instruction in Basic English and Citizenship for students. These classes received free books but no grants. Students who were provided with books and helps for home study numbered 60.

The following table indicates the programs at night schools for which government grants were paid during the school year 1959-60:

Center	No. of Classes	Nature of Program	Enrolment
Medicine Hat S.D. #76 .....	4	Basic English & Citizenship .....	72
.....	1	Homemaking .....	9
Drumheller S.D. #2472 .....	1	Fine Arts .....	12
.....	1	Commercial .....	19
Calgary Separate S.D. #1 .....	4	Basic English and Citizenship .....	66
Lethbridge Separate S.D. #9 .....	5	Basic English and Citizenship .....	40
Grande Prairie S.D. #2357 .....	1	Academic .....	12
.....	1	Basic English and Citizenship .....	15
Grande Prairie R.C.S.S.D. #1 .....	2	Technical .....	23
.....	4	Basic English and Citizenship .....	86
Lacombe S. Div. #56 .....	2	Technical .....	37
.....	1	Commercial .....	9
Lethbridge S. Div. #7 .....	1	Technical .....	14
Red Deer S.D. #104 .....	1	Basic English and Citizenship .....	12
Lethbridge S.D. #51 .....	10	Academic .....	119
(Lethbridge Junior College)	6	Commercial .....	91
.....	5	Technical .....	45
.....	1	General .....	8
.....	2	Homemaking .....	22
Co. of Warner #5 .....	1	Technical .....	12
.....	2	Commercial .....	35
Westlock S. Div. #37 .....	1	Technical .....	12
Beverly S.D. #2292 .....	3	Basic English and Citizenship .....	67
West Jasper Place S.D. #4679 .....	1	Commercial .....	47
Stony Plain S. Div. #23 .....	1	Homemaking .....	14
Bowness S.D. #4590 .....	1	Commercial .....	21
.....	1	Homemaking .....	16
.....	2	Technical .....	11
Calgary S.D. #19 .....	8	Basic English and Citizenship .....	319
(Western Canada High School) .....	1	Technical .....	12
.....	2	Homemaking .....	28
.....	7	Commercial .....	99
.....	1	Fine Arts .....	10
.....	11	Academic .....	274
Edmonton Sep. S.D. #7 .....	12	Basic English and Citizenship .....	162



Edmonton S.D. #7 .....	23	Academic .....	677
	3	Commercial .....	143
	11	Basic English and Citizenship .....	276
	15	Homemaking .....	367
	29	Technical .....	521
	1	General .....	16
	3	Fine Arts .....	49
Salisbury S.D. #530 .....	5	Languages .....	91
	3	Technical .....	18
	1	Homemaking .....	8
Ft. Saskatchewan S.D. #91 .....	1	Basic English and Citizenship .....	15
	1	General .....	12
	1	Homemaking .....	24
	1	Academic .....	13
St. Albert Prot. Sep. S.D. #16 .....	2	Languages .....	30
	1	Commercial .....	15
Lamont S. Div. #18 .....	1	Commercial .....	15

## PRIVATE SCHOOLS

Private Schools within the province are organized under the Department of Education Act after receiving the written approval of the Minister of Education. The purposes of such schools varies from providing education for pupils living in isolated areas or who are confined to hospitals, to providing a religious setting of the denomination operating the school.

The Hillcrest Bible Institute, Medicine Hat, was closed for one year but expects to open at a later date. Two new private schools were opened, namely, Tweedsmuir School for Girls, Calgary, and Stettler-Blumenau Church School (S.D.A.).

The schools listed below operated during the school year, followed the Alberta school curriculum, and received regular supervision from departmental personnel. Those marked (R) were of a residential nature.

### PRIVATE SCHOOLS OFFERING INSTRUCTION IN ELEMENTARY AND JUNIOR HIGH SCHOOL GRADES

Location		Hutterite Colony Schools	Grades	No. of Pupils
Fort MacLeod .....	Ewelme .....		I-VIII .....	24
Lethbridge .....	Felger .....		I-IX .....	5
Magrath .....	Hutterville .....		I-VIII .....	29
		Mission Schools		
Lac La Biche .....	Lac La Biche (Academic St. Joseph) .....		I-VI .....	78
Wembley .....	Wapiti Mission .....		I-VI .....	8
		Other Denominational Schools		
Belloy .....	Belloy Church School .....		I-VIII .....	12
Wetaskiwin .....	Bethany Homes for Children (R) .....		I-VIII .....	33
Calgary .....	Calgary Church School (S.D.A.) .....		I-IX .....	62
Calgary .....	Calgary Hebrew School .....		I-VI .....	118
Edmonton .....	Calvin Christian School Central .....		I-VI .....	64
Edmonton .....	Calvin Christian School East .....		I-IX .....	168
Edmonton .....	Calvin Christian School West .....		I-VIII .....	188
College Heights .....	Canadian Union College (R) .....		I-VIII .....	89
Edmonton .....	Convent F. C. J. (R) .....		II-IX .....	60
Edmonton .....	Edmonton Church School (S.D.A.) .....		I-IX .....	43
Edmonton .....	Edmonton Hebrew School .....		I-VI .....	297
Fairview .....	Fairview Church School (S.D.A.) .....		I-VIII .....	30
Calgary .....	I. L. Peretz Institute .....		I-VI .....	70
Blackfalds .....	Lacombe Christian School .....		I-VIII .....	70
Lethbridge .....	Lethbridge Church School (S.D.A.) .....		I-VIII .....	12
Edmonton .....	Our Lady of Charity School .....			
	(Good Shepherd Home) (R) .....		I-IX .....	130
Edmonton .....	Pensionnat de l'Assomption (R) .....		IV-IX .....	64
Peoria .....	Peoria Church School (S.D.A.) .....		I-VIII .....	16
Three Hills .....	Prairie Bible Institute Grade School (R) .....		I-VIII .....	294
Midnapore .....	Providence School (R) .....		I-IX .....	75
Edmonton .....	St. John's College (R) .....		VIII-IX .....	99
Wembley .....	St. John's Lutheran School .....		I-VIII .....	22
Mundare .....	St. Joseph's Orphanage (R) .....		I-II .....	11
North Edmonton .....	St. Mary's Home Technical School (R) .....		VI-IX .....	90
Stony Plain .....	St. Matthew's Lutheran Church School .....		I-VIII .....	113
Stettler .....	Stettler-Blumenau Church School (S.D.A.) .....		I-VIII .....	14

## Special Schools

Calgary .....	Alberta Crippled Children's Hospital School (R) .....	I-XII .....	188
Belmont .....	Alberta Institution for Girls (R) .....	V-IX .....	31
Bowden .....	Bowden Institution for Boys (R) .....	I-X .....	45
Edmonton .....	University of Alberta Hospital School (R) .....	I-XII .....	10

## Other Private Schools

Calgary .....	Christopher Robin School .....	I-VI .....	171
Fort Macleod .....	Johnson's Sawmill School .....	I-VII .....	16
Calgary .....	Montessori School .....	I-IX .....	130
Calgary .....	Strathcona School for Boys .....	I-IX .....	53
Crooked Creek .....	Side Lake School .....	I-VII .....	21
Calgary .....	Tweedsmuir School for Girls .....	VII-IX .....	25

## Private Schools Offering Instruction in the Secondary Grades

Edmonton .....	Alberta College (R) .....	X-XII .....	1234
Coaldale .....	Alberta Mennonite High School (R) .....	X-XII .....	93
Camrose .....	Camrose Lutheran College (R) .....	X-XII .....	175
Red Deer .....	Canadian Nazarene College (R) .....	XI-XII .....	50
College Heights .....	Canadian Union College (R) .....	IX-XII .....	310
Edmonton .....	Christian Training Institute (R) .....	X-XII .....	32
Edmonton .....	Concordia College (R) .....	X-XII .....	83
Edmonton .....	Convent F. C. J. (R) .....	X-XII .....	37
Calgary .....	Mount Royal College (R) .....	X-XII .....	545
Edmonton .....	Pensionnat de l'Assomption (R) .....	X-XII .....	55
Three Hills .....	Prairie High School (R) .....	IX-XII .....	330
Midnapore .....	Providence School (R) .....	IX-XII .....	340
Edmonton .....	St. Anthony's College (R) .....	X-XII .....	99

## **REPORT OF THE CURRICULUM BRANCH**

(M. L. Watts, Director)

### **I. MAJOR CURRICULUM COMMITTEES AND EXAMINATION BOARDS**

#### **A. General Curriculum Committee**

The General Curriculum Committee held meetings on November 27, 1959, and May 30, 1960. It received and reviewed reports from the Elementary Curriculum Committee, the Junior High School Curriculum Committee and the Senior High School Curriculum Committee. Drafts of Curriculum Newsletter Number Thirteen on "School Libraries" and Number Fourteen on "Home Economics" as presented by the Subcommittee on Public Relations were discussed, revised and approved for distribution in February and September, respectively.

Since the Report of the Royal Commission on Education had just become available copies were distributed to the members at the November meeting. To assist the members in consideration of the Report Dr. Swift described its salient features. After referring to the Minority Report and noting that the Majority Report included 280 recommendations he discussed the latter under eleven major headings. His exposition assisted by comments from Dr. Rees, who had been secretary of the Commission, provided the members with an excellent overview of the whole Report.

At the spring meeting the discussion of the Report centered on the recommendations of the Royal Commission concerning accreditation. The Committee endorsed the recommendation of the Senior High School Curriculum Committee that accreditation be approved in principle and went on to recommend to the Minister that a special committee, including representation from the Alberta Teachers' Association, the Alberta Federation of Home and School Associations and the Alberta School Trustees' Association be established to study and set up criteria for accreditation. Also at the May meeting Dr. T. C. Byrne presented a Report on the Education of Handicapped Children in Alberta. This provided a basis for discussion on the advisability of integrating the handling of handicapped children into the school systems in which the children are found. The Minister requested the matter be given further consideration at the next meeting of the Committee.

#### **B. Senior High School Curriculum Committee**

The Senior High School Curriculum Committee met on October 21, 1959, and April 13 and 14, 1960. Upon the recommendation of the Subcommittee on Science the Committee recommended that INTRODUCTORY CHEMISTRY AND PHYSICS by Pickard and Radomsky be authorized as the textbook for Science 10 and be introduced into the schools in September 1960. Having regard to the recommendation of the Royal Commission the Committee directed the Subcommittee on Science to make recommendations at its next meeting with respect to the program in biology

and to submit for consideration a survey-type course comprised of content drawn from the physical sciences and designed as a non-matriculation elective. The Subcommittee on Business Education, which had been working for two years at revision of the business education program, submitted a new curriculum guide which was approved. The following changes in texts and materials, a number of them being but new editions of publications already authorized, were approved: 20th CENTURY BOOKKEEPING AND ACCOUNTING, 21st Edition, RETAIL MERCHANDISING, 5th Edition, GREGG TYPEWRITING COMPLETE COURSE, 2nd Edition, and JENNING'S CANADIAN LAW (New Canadian Edition).

The following alternate authorizations were approved. For Business Machines 30: OFFICE MACHINES COURSE: MACHINE CALCULATION (present text), HOW TO USE BUSINESS MACHINES or HOW TO USE ADDING AND CALCULATING MACHINES. For Office Practice 20: COMPLETE COURSE IN OFFICE PRACTICE by Sparling, TYPEWRITING OFFICE PRACTICE, 5th Edition, by Agnew, and FILING OFFICE PRACTICE SET by Bassett-Agnew or CANADIAN FILING PRACTICE by Smith. For Office Practice 30: SECRETARIAL OFFICE PRACTICE, 5th Edition by Agnew or APPLIED SECRETARIAL PRACTICE AND HANDBOOK by Gregg. For Secretarial Training 30: PITMAN ADVANCED DICTATION COURSE by Acheson and STEPS TO SUCCESS IN SHORTHAND by Pitman or GREGG ADVANCED DICTATION SIMPLIFIED. Approval was also given to the recommendation of the Subcommittee on Business Education that Bookkeeping 30 be renamed Accounting 30 and that the Articulation Committee be requested to consider the acceptance of one of Secretarial Training or Accounting 30 for matriculation purposes.

The Committee recommended to the Minister that the recommendation of the Cameron Commission that the minimum instruction time be raised from the present 175 minutes to 225 minutes per week per five-credit course be not accepted, but that the minimum instruction time per week per five-credit course be 200 minutes. It also recommended that the minimum instruction time per day for all high schools be 300 minutes. It was felt that this was in harmony with the recommendation of the Commission that the present maximum of 330 minutes (including time for changing classes) become the minimum.

The Social Studies Subcommittee reported that it was continuing work on the selection of a new text for Economics 30, a replacement for the present text in Social Studies 20, and the preparation of a course in Geography 20.

An extensive examination of the leisure reading program and revisions in the leisure reading catalogs were reported by the Subcommittee on English. The Committee recommended that a subcommittee be set up to prepare recommendations for revision of the present program in French.

A considerable portion of the spring meeting was devoted to an examination of a report prepared by a Departmental Committee on Accreditation which had been appointed as a result of the recommendations of the Royal Commission. The Committee

unanimously adopted a resolution that the Minister be advised that the Committee approved in principle accreditation as set forth in the report prepared by the Departmental Committee.

### **C. Junior High School Curriculum Committee**

The Junior High School Curriculum Committee met on September 25, 1959, and May 5 and 6, 1960. The most active subcommittees during the year were those on science and social studies-language. On the recommendation of the former, BASIC PHYSICAL SCIENCE by Hogg, Cross and Vordenberg was authorized for use in Grade IX beginning September 1, 1960; an interim curriculum guide was prepared to accompany its use. The Social Studies-Language Subcommittee during the course of the year examined a large number of language texts with a view to selecting two or three series as alternates to the present authorized series WORDS AND IDEAS; the Subcommittee was unable to find a series that it considered satisfactory and was directed to continue its search during the coming year.

Following the publication of the Report of the Royal Commission on Education in Alberta, copies of which became generally available early in the new year, the Subcommittee on Social Studies-Language and an ad hoc Subcommittee on Health and Personal Development carefully studied the recommendations having a direct bearing on their respective subjects and presented proposals to the May meeting. The consideration of these occupied the major portion of the two-day meeting.

### **D. Elementary School Curriculum Committee**

The Elementary School Curriculum Committee met on November 16, 1959, and April 8, 1960. Reports of subcommittees constituted the major part of the business.

The Elementary Music Subcommittee reported that the interim edition of the Elementary Music Curriculum Guide will be distributed to classrooms for September, 1960. Two new series of music texts, published by W. J. Gage Limited and Ginn and Company, respectively, were recommended for use beginning September, 1960. In each series only Books II, IV and VI will be available for the school year 1960-61. Books I, III and V will be available for 1961-62. The Canadian Singer Series will continue to be authorized for another two or three years to facilitate the gradual introduction of new texts. It is planned to have the final edition of the curriculum guide ready for distribution by September, 1962.

Progress reports were received from the Reading Subcommittee and the Arithmetic Subcommittee. Continued interest in programs of differentiated instruction in Calgary, Edmonton and other centers resulted in a decision to have the Department of Education conduct a survey of present practices in Alberta and make the information available for distribution. As a result of reports from the Enterprise Subcommittee it was agreed that a revision of the Division II Enterprise Program should be undertaken. The Elementary Science Subcommittee reported plans to proceed with an evaluation of the new elementary science program.



### **E. Audio-Visual Committee**

The Provincial Audio-Visual Committee held its sixteenth annual meeting on April 1, 1960. Among the matters it discussed having to do with the policies and operation of the Audio-Visual Aids Branch were the following:

The Committee noted that the supply of films was not keeping up with the demand. It discussed the feasibility of large school systems establishing their own film libraries possibly with financial assistance from the Department.

It was recommended that liaison with prospective commercial producers of filmstrip materials should be maintained. Up to the present one filmstrip on "The Story of Oil" has been undertaken, another filmstrip on another topic is under consideration, and a small grant has been made for the distribution of a free filmstrip on fossils to some schools of the province. In addition to this, the Branch has made progress in building a set of historical slides from the Ernest Brown Collection. Three hundred negatives are now ready for processing.

Interest was expressed in a circulating block system of school films which will be tried this coming school year in the Vermilion, Vegreville and Two Hills School Divisions. The National Film Board and the Audio-Visual Aids Branch are sharing in supplying films for this project and also in helping to organize the experiment.

Some interesting experimentation has been done at Allendale School, Edmonton, using the Tach-X (tachistoscopic) projector and accompanying filmstrip. It has been found useful for detecting eye-span defects and also for remedial purposes—to provide motivation, widen eye-span, encourage speed of perception, and to increase reading speed.

The Committee reviewed the sections of the Cameron Report which relate to business of the Branch. In general, they concurred and expressed particular interest in recommendation number 239 regarding in-service training in the use of visual aids.

### **F. Radio Committee**

The Eighteenth Annual Meeting of the Provincial Radio Committee was held on Monday, February 22, 1960. The Committee reviewed the work of the School Broadcasts Branch of the Department and made recommendations for the continued development of its work.

It was noted that Radio Station CKUA had been granted permission to increase its power to 10,000 watts and that this increase would go into effect during the current year. While this would help to improve the coverage of school broadcasts it was pointed out that private stations were vital to reach the widest possible audience. The Committee passed a vote of appreciation to all Alberta radio stations participating in the distribution of school broadcasts. After a discussion of publications policy the Committee recommended that a Calendar-Catalog type of publication for general distribution be issued during the coming season.

The Radio Committee endorsed the recommendations of the Cameron Commission having to do with educational television (Numbers 244 to 249).

Because of increased interest in school television the Committee moved that the Provincial Radio Committee be the advisory body for television to the School Broadcasts Branch. A special ad hoc committee was set up by the chairman to consider the question of jurisdiction. It was later recommended that the Provincial Radio Committee become the Provincial Radio and Television Committee and that two subcommittees be formed, the Radio Subcommittee to advise on the work of the Branch as it relates to radio and the Television Subcommittee to advise on the work of the Branch as it relates to television.

The Television Subcommittee was constituted in May, 1960, under the chairmanship of Mr. David Cooney.

### **G. High School and University Matriculation Examinations Board**

Meetings of this board were held on July 27 and October 20, 1959.

At the July meeting, the examination results were reviewed and problems pertinent to the work of the board were considered. The major item on the agenda for the October meeting was the selection of examiners and revision committees for 1960.

### **H. High School Entrance Board**

This board met on February 19 and 20 and October 7, 1959.

At the two-day meeting in February, approximately one and a half days were devoted to a final review of the examination papers that had been prepared and revised for June 1959. At the October meeting policies of the board were reviewed and examiners and revision committees were selected for 1960.

## **II. BRANCH OPERATIONS**

### **A. Teacher Service Bureau**

#### **N. M. Purvis, Assistant Director of Curriculum**

Curriculum revisions and participation in institutes and conventions constituted the major part of the work of this office during the past year. Activities can be summarized under the following four headings:

- (1) Committees and subcommittees
- (2) In-service work and institutes
- (3) Preparing and editing publications
- (4) Information service

### **1. Subcommittees**

The Assistant Director of Curriculum spent thirty-five days working with nine subcommittees during the year. Work with these committees necessitated considerable field work with teachers and superintendents, particularly in arithmetic. Twenty-four days

were spent attending regular and special committee meetings. His office is also responsible for organizing the evaluation of guides and textbooks.

## **2. In-Service Work and Institutes**

The Assistant Director of Curriculum spent twenty-one days attending institutes and conventions in all parts of the province: Killam, Grande Prairie, Fairview, Peace River, Spirit River, Bonnyville, Camrose, Red Deer, Warner and Cardston. A variety of subject areas in the elementary school were discussed: science, language, planning and enterprise. Six days were spent in meeting superintendents, supervisors, study groups and experimental classroom teachers in the arithmetic project in such widely separated centers as Peace River, Fairview, Edmonton, Lethbridge, Medicine Hat and Taber. Ten evening meetings were attended at which the Assistant Director of Curriculum served a public relations role, interpreting the elementary curriculum to principals, teachers and the general public.

## **3. Publications**

The editing and arranging for the printing of curriculum publications is done by the Editor under the direction of the Assistant Director. The following publications were handled during the year ending June 30, 1960:

### **(a) Elementary School**

1. Curriculum Guide for the Educable Mentally Handicapped
2. Bulletin 2c, Elementary Language
3. Bulletin 2b, Elementary Science (Reprint)
4. Bulletin 2a, Methods of the Enterprise (Reprint)

### **(b) Junior High School**

1. Grade VII, VIII Curriculum Guide for Science
2. Curriculum Guide for Industrial Arts (Reprint)
3. Curriculum Guide for Literature (Reprint)
4. Curriculum Guide for Social Studies-Language (Reprint)
5. Junior High School Handbook (Reprint)
6. Junior High School Art (Reprint)
7. Junior High School Dramatics (Reprint)
8. Junior, Senior High School Curriculum Guide for Physical Education (Reprint)

### **(c) Senior High School**

1. Curriculum Guide for Psychology 20
2. Curriculum Guide for Ukrainian 20
3. Curriculum Guide for Science 10 and 20
4. Curriculum Guide for Mathematics
5. Senior High School Handbook
6. Curriculum Guide for Dramatics (Reprint)
7. Announcement—Science 10

8. Curriculum Guide for Chemistry 30, Physics 30
9. Curriculum Guide for Art
10. Curriculum Guide for Business Education
11. Leaflet: Use of the New English Handbook

(d) Miscellaneous

1. Financial Assistance for Alberta Students
2. Senior High School is Different
3. Classroom Aids for Teachers, 1960
4. Curriculum Newsletter No. 12
5. Curriculum Newsletter No. 13
6. Occupational Trends and Employment Opportunities
7. Our Provincial Government
8. Teacher Resource Book: The Red River
9. Testing Office Answer Sheets and Sample Sheets
10. Annual List of Publications
11. May 1 Curriculum Branch Bulletin
12. Bible Readings for Alberta Schools

#### 4. Information Service

Each year many requests are received from teachers, superintendents, students and parents. The following indicates how these requests were answered:

Materials sent .....	1,195
Information by letter .....	1,401
Requests referred elsewhere .....	17
Reply, no material or information .....	8

#### 5. Library

The part-time librarian is responsible for the Departmental Library and assists in the evaluation of free reading and enterprise books for the elementary school.

At June, 1960, the library contained 1,856 texts and references for the secondary school grades and 1,275 for the elementary school grades, plus 115 large-type books for the use of partially-sighted children. Professional books numbered 1,277; encyclopedias, dictionaries and general references totalled 398 volumes.

Twenty-one professional magazines were subscribed to, fourteen of which are indexed for departmental and superintendents' use. Fifty other periodicals were received and filed; 245 pamphlets were classified and filed; 67 books were accessioned for the elementary and secondary school shelves and 89 for the professional section.

Approximately 279 books and pamphlets were borrowed by superintendents and members of the inside staff. Sixty-nine volumes of large-type books were shipped, as requested, to schools in various parts of the province.

## B. Audio-Visual Aids Branch—D. S. Hamilton. Supervisor

### 1. Library

#### (a) Selection of new materials:

During 1959-60 the Film Evaluation Committee held 36 meetings and evaluated 200 16-mm. sound films. From July 1, 1959, to June 30, 1960, 61 prints were added to the Audio-Visual Aids Branch library. Twenty-six of these were films which were deposited with us on indefinite loan. Of the 35 prints purchased, 17 were new titles among which were: Putting Animals in Groups, A Great Inventor is Remembered—A. G. Bell, Horizons for Health (services of Alberta D. P. H.), Magna Carta, Pt. 1 and Pt. 2, Railroaders (Revelstoke), The Soviet Union—Land and People, The British Colonies, Children of Scotland, and Fishermen (Atlantic Coast).

#### (b) Contents of library as at June 30, 1960:

	No. of Titles	Multiple Prints	Total No. of Prints
Sound films .....	1,320	3,237	4,607
Silent films .....	73	20	93
Filmstrips .....	2,650	1,701	4,351
2" x 2" Slide Sets .....	16	21	37

Among the above 16 mm. films are a number which have been placed in the library on indefinite loan. The majority of these are from the National Film Board. The remainder have been very kindly placed by business sponsors, or associations of various types, and government bodies.

	Sound
National Film Board .....	242
Business sponsors:	
(Aluminum Co. of Canada, American Can Co., Bank of Canada, B.C. Tree Fruits, Calgary Power, Canadian Chamber of Commerce, Canadian Film Institute, Canadian General Electric, Canadian Industries, Canadian Johns-Mannville, Canadian National Railway, Canadian Pacific Railway, Canadian Petroleum Assoc., Canadian Sugar Factories, Canadian Western Natural Gas, Chrysler Corp., Dominion Rubber Co., Dominion Woollens and Worsteds, General Foods Ltd., General Motors, B. F. Goodrich, Hamilton Chamber of Commerce, Hamilton Steel Co., Hudson's Bay Co., Imperial Oil Ltd., International Harvester, International Nickel, Interprovincial Pipeline, Kenwood Mills, Kimberley-Clark Products, McGavin Bakeries, McGraw-Hill Co. of Canada, Mannix Ltd., Maple Leaf Milling, Metropolitan Insurance Co., Mobil Oil Ltd., Moyer's School Supplies, Nabob Foods, National Grain Co., Personal Products Ltd., Powell River Co., Prudential Insurance, Reklamefondet for Den Norske Hermetikkindustri, Shell Oil, Socony-Vacuum Oil, Shoe Information Bureau, Sovereign Films, Ltd., E. R. Squibb, Steel Co. of Canada, Sugar Information, Sunkist Growers, Swift Canadian, Tea Bureau, Trans-Canada Airlines) .....	237

Fourteen prints have been withdrawn by business sponsors since last year. These will probably be replaced at some time in the future:

#### Associations and Government Bodies:

(Alberta Cooperative League, Alberta Cooperative Wholesale, Alberta Teachers' Association, Alberta Tuberculosis Association, Associated Milk Foundation, Atomic Energy in Canada, Australian High Commissioner's Office, Credit Union Association, Dutch Embassy, Netherlands Government, Royal Danish Legation, Royal Canadian Navy) .....

30

Five sponsored films have been contributed by associations and government bodies in the last year.



## 2. Circulation and Service of the Branch

- (a) Number of items shipped September 1, 1959, to June 30, 1960:

Inasmuch as the service in 16 mm. films represents a major part of the library service of the Branch, figures for these are given for each month of the school year. In order to reduce clerical work, the totals only for filmstrips and slide sets are presented.

	16 mm. Films	Filmstrips	Slide Sets	Total
July and August, 1959 .....	300	-----	-----	-----
September, 1959 .....	2,825	-----	-----	-----
October, 1959 .....	3,872	-----	-----	-----
November, 1959 .....	4,664	-----	-----	-----
December, 1959 .....	2,705	-----	-----	-----
January, 1960 .....	4,329	-----	-----	-----
February, 1960 .....	4,153	-----	-----	-----
March, 1960 .....	4,569	-----	-----	-----
April, 1960 .....	4,006	-----	-----	-----
May, 1960 .....	4,350	-----	-----	-----
June, 1960 .....	2,357	-----	-----	-----
	38,635	16,705	34	55,374

- (b) Total circulation figures for selected years since 1945:

16 mm. Films		35 mm. Filmstrips	
1945-46 .....	4,365	1945-46 .....	1,762
1950-51 .....	25,293	1950-51 .....	8,327
1955-56 .....	34,152	1955-56 .....	15,347
1959-60 .....	38,635	1959-60 .....	16,705

- (c) Withdrawals of sound films since 1946:

1946-47 .....	1	1953-54 .....	11
1947-48 .....	1	1954-55 .....	12
1948-49 .....	4	1955-56 .....	16
1949-50 .....	11	1956-57 .....	32
1950-51 .....	7	1957-53 .....	110
1951-52 .....	4	1958-59 .....	38
1952-53 .....	1	1959-60 .....	30

- (d) Shared payment plan for damaged films:

Amount paid into the Plan, 1959-60 .....	\$2,549.25
Amount billed against participants .....	844.54
Amount billed against non-participants .....	10.00

- (e) Film circuits served by the Branch:

Circuits	School Division or Area
Bellevue-Hillcrest .....	Calgary Sep. School Board
	Calgary Public School Board

Schools in two circuits operating last year now order films directly from the Branch.

## 3. Guidance in the Use of Film Materials

- (a) Publications:

The Filmstrip Catalog has been revised and classified in accordance with the revised junior and senior science program. A somewhat new policy has been instituted in it. Only the filmstrip titles which are of a rather specialized nature appear in the Catalog. The purpose is to supply a useful supplementary service in such materials only to schools which have their own filmstrip libraries. The remainder of the filmstrips in the library will be supplied only on request as a preview service to schools interested in enlarging their filmstrip libraries. These consist

of filmstrip titles which can be suggested as good "buys" for a local filmstrip library. They will be listed in a separate bulletin which may be obtained by writing to the Audio-Visual Aids Branch.

The following "Notes to Users" have been revised and improved:

- No. 15—Building a Filmstrip Library
- No. 16—The Five Steps in Using Film Materials
- No. 19—Equipping the School for Projection
- No. 22—Regulations and Conditions of Service
- No. 23—Film Coordination in your School
- No. 24—Principles and Construction of a Motion Picture Projector
- No. 32—A Course in 16 mm. Projection
- No. 37—Conditions for a Good Film Showing
- No. 39—16 mm. Films in the Audio-Visual Aids Branch of Interest to Superintendents, Principals and the Faculty of Education.

(b) Film guides:

A film guide is now available for every sound film in the Audio-Visual Aids Branch. Sales at 5 cents each have increased. In 1958-59, 382 film guides were sold. In 1959-60, the total was 2,430.

(c) Looseleaf binders placed in schools to contain all Branch printed materials:

One hundred and fifty more of these were purchased this year and all have been placed in schools of the province. The purpose is to furnish a means of keeping an up-to-date compendium of all the Branch's printed materials—catalogs and Notes to Users. As these are revised after recurring intervals, such a provision is necessary.

(d) Classroom visitations and meetings:

With the purpose of helping to improve classroom use of film materials, the Supervisor has visited 54 schools in the province. In general, the procedure has been to offer to teach demonstration lessons and to meet with the teaching staff wherever possible to discuss film use and the Branch's services.

In addition he addressed assemblies of students in the Faculty of Education in Calgary and Edmonton, teachers' institutes at Lac La Biche and Gibbons, and a Home and School Association at Virginia Park, Edmonton.

#### 4. Other Projects

In October the Supervisor represented the Department of Education on the CEA-NFB Advisory Committee meeting in Montreal. This is a committee which assists and advises the National Film Board as regards production of educational films, filmstrips and pictures. The members are also responsible for obtaining reports and assessments of new materials for the guidance of the NFB staff.

The Audio-Visual Aids Branch has continued its work of selection of materials from the Ernest Brown Collection to be made into slide sets for the use of schools in Alberta. Three hundred illustrations have now been selected.

In co-operation with Mr. H. R. Ross, a member of the Department's Audio-Visual Committee, the Supervisor has continued to solicit the assistance of commercial sponsors in providing useful filmstrip materials for the schools of Alberta. This is mentioned further in the report of the Audio-Visual Committee.

In regard to experimentation with audio-visual reading devices, the Supervisor has carried out his responsibilities, which are auxiliary, in two projects in Edmonton. The organization of such experiments is supervised by the Assistant Director of Curriculum in charge of elementary education.

### C. School Broadcasts Branch — R. A. Morton, Supervisor

While the major work in the Branch continues to be the planning and presentation of radio broadcasts for schools, the year saw an increasing amount of time devoted to the examination of television as a teaching tool and an increasing demand for the Branch's tape recording service. In July of 1959, Mr. Robert E. Miller, B.Ed., assumed the post of Assistant Supervisor of School Broadcasts.

#### 1. Utilization of Broadcasts

##### (a) Distribution of guides:

One gauge of the use which is being made of the broadcasts is the demand for the publications prepared by the Branch. Teacher guide material was made available in four separate publications: a catalog which was distributed generally throughout the province to all elementary and junior high school teachers as well as principals of senior high schools; three guidebooks distributed on request including a Teacher Guidebook for Division One School Broadcasts, Teacher Guidebook for Division Two School Broadcasts and a Teacher Guidebook for Junior and Senior High School Broadcasts. Also distributed on request were booklets or folders to accompany programs in music, speech, and art. The following table shows the extent of distribution of school broadcast publications during the past five years.

TABLE I  
DISTRIBUTION OF GUIDES

	1959-60	1958-59	1957-58	1956-57	1955-56
Catalog .....	10,500	.....	.....	.....	.....
Teacher Guide .....	.....	9,700	8,500	7,800	6,200
Division I Guide .....	2,500	.....	.....	.....	.....
Division II Guide .....	2,700	.....	.....	.....	.....
Jr. and Sr. H. Guide .....	1,800	.....	.....	.....	.....
Listen and Sing Song Sheets .....	54,500	.....	.....	.....	.....
Music Makers .....	*45,000	50,000	47,600	45,000	45,300
Speech Explorers .....	34,000	43,000	43,000	39,700	35,100
Let's Sing Together .....	13,000	30,000	30,000	34,700	27,000
It's Fun To Draw .....	13,000	13,000	18,250	19,000	15,400
.....	2,150	.....	.....	.....	.....

\*These figures represent the number of copies requested. The supply, however, did not meet the demand.

##### (b) Audio equipment in schools:

Utilization of school broadcasts depends upon receivers or speakers in the school. During the past year, through the co-operation of superintendents of schools, principals and other authorities a census was made of audio-visual equipment in Alberta Schools. The following table lists those which are related to the work of the School Broadcasts Branch:

TABLE 11  
AUDIO-VISUAL EQUIPMENT REPORT 1959-60

Divisions	Radio	Radio Phono	Phono- graph	Tape Record	Central S. System	No. of Outlets	TV
Berry Creek	13	.....	5	.....	.....	.....	.....
St. Mary's Riv.	10	9	9	.....	3	93	.....
Medicine Hat	36	1	20	3	4	40	.....
Taber	3	1	8	2	3	61	.....
Lethbridge	26	2	22	3	4	5	.....
Acadia	13	5	7	4	2	16	.....
Sullivan Lake	24	1	9	5	1	.....	1
Peace River	12	11	15	3	1	9	.....
Lac Ste. Anne	16	3	6	4	1	.....	.....
Edson	20	1	14	4	4	63	.....
Clover Bar	4	.....	1	3	2	77	.....
Rocky Mountain	22	3	13	3	3	65	.....
Neutral Hills	.....	.....	.....	.....	.....	.....	.....
Lamont	17	.....	10	7	6	135	1
Vegreville	44	.....	12	7	5	92	.....
Camrose	23	19	5	10	1	12	.....
Two Hills	27	8	5	7	.....	.....	.....
Killam	32	6	14	10	1	15	.....
Stony Plain	30	11	11	1	.....	.....	3
Sturgeon	25	3	19	4	3	127	.....
Vermilion	35	14	16	4	2	26	.....
Castor	7	4	5	3	4	46	.....
Macleod	39	12	9	2	1	33	2
Pincher Creek	46	2	25	.....	2	33	.....
Drumheller	23	1	8	1	.....	.....	.....
Olds	5	.....	17	3	3	39	2
Wainwright	9	2	5	4	1	14	.....
Provost	10	1	.....	2	.....	.....	.....
Red Deer	39	3	10	4	3	57	.....
Westlock	.....	.....	.....	.....	.....	.....	.....
Foot Hills	54	3	19	1	2	66	2
Smoky Lake	19	3	6	6	1	.....	.....
Wheatland	10	14	16	2	3	44	7
Calgary	33	3	14	2	6	103	10
St. Paul	50	1	11	3	1	.....	.....
Bonnyville	13	14	8	9	3	63	.....
Spirit River	9	5	10	2	.....	.....	.....
High Prairie	42	3	26	3	2	24	.....
Leduc	46	10	12	9	.....	93	2
Fairview	8	3	14	5	1	10	.....
Lac La Biche	16	5	14	4	2	6	.....
Fort Vermilion	7	.....	5	1	1	6	.....
East Smoky	.....	6	6	2	2	34	.....
Red Deer Valley	3	5	3	.....	.....	.....	.....
Lacombe	22	1	10	8	5	135	12
Three Hills	50	7	6	6	1	22	.....
Edmonton Suburban	14	13	14	4	7	60	7
Counties	.....	.....	.....	.....	.....	.....	.....
Grande Prairie	37	10	6	3	1	20	.....
Vulcan	.....	.....	.....	.....	.....	.....	.....
Ponoka	49	6	6	1	1	11	.....
Newell	22	6	11	6	4	44	.....
Warner	12	1	14	3	3	.....	.....
Stettler	23	4	9	1	4	77	1
Thorhild	13	3	12	3	3	43	.....
Forty Mile	4	.....	5	2	1	2	.....
Beaver	47	2	12	2	.....	.....	1
Wetaskiwin	47	5	7	2	.....	.....	.....
Barrhead	13	3	5	2	2	4	.....
Athabasca	22	1	12	4	.....	.....	.....
Cities	.....	.....	.....	.....	.....	.....	.....
Edmonton Public	190	73	157	66	30	700	2
Edmonton Separate	202	9	71	10	9	271	.....
Calgary Public	215	25	210	34	53	1275	.....
Calgary Separate	49	35	31	4	14	202	.....
Lethbridge Public	32	.....	23	9	9	216	.....
Lethbridge Separate	14	4	9	7	7	99	.....
Medicine Hat Public	42	17	8	7	4	115	2
St. Louis Separate (MH)	8	3	1	1	1	20	4
Red Deer Public	16	.....	14	2	.....	.....	11
Red Deer Separate	.....	.....	.....	.....	.....	.....	.....
Wetaskiwin Public	10	1	3	2	.....	.....	1
Wetaskiwin Separate	.....	1	.....	.....	.....	.....	.....
Camrose Public	21	.....	4	.....	.....	.....	1
Camrose Separate	.....	1	1	.....	1	16	1
Grande Prairie	.....	1	1	1	1	25	.....
Drumheller Public	22	.....	1	1	.....	.....	.....
Drumheller Separate	.....	.....	1	.....	1	14	.....
Towns	.....	.....	.....	.....	.....	.....	.....
Jasper Place Public	37	4	16	3	3	84	.....
Jasper Place Separate	.....	7	7	3	7	25	.....
Beverly Public	10	5	5	4	1	.....	.....
Beverly Separate	4	.....	2	.....	.....	.....	.....
	2,177	472	1,167	872	270	5,092	84

## (c) Coverage:

Alberta teachers and students have available to them two series of school broadcasts designated the Provincial Series and the Network Series. The Provincial Series is produced in Radio Station CKUA and Network programs are produced by the CBC and are distributed to network stations at 2:00 p.m. each broadcast day.

During the past season the following stations carried the Provincial Series:

CKUA	—Edmonton	11:00 a.m.	CKYL	—Peace River	11:00 a.m.
CKUA-FM	—Edmonton	11:00 a.m.	CFCW	—Camrose	11:15 a.m.
CHAT	—Medicine Hat	2:00 p.m.	CHEC	—Lethbridge	2:45 p.m.
CKXL	—Calgary	3:05 p.m.			

Stations carrying network school broadcasts included:

CBX	—Alberta	2:00 p.m.	CJOC	—Lethbridge	2:00 p.m.
CBXA	—Edmonton	2:00 p.m.	CKUA	—Edmonton	2:00 p.m.
CFGP	—Grande Prairie	2:00 p.m.	CKUA-FM	—Edmonton	2:00 p.m.

## 2. Radio Program Available

### (a) Scope of programs:

The following table shows the number of program units which were available to teachers during the past season, distributed according to series, subject matter and grade level.

TABLE III

Name of Series	Number of programs for each grade								
PROVINCIAL SERIES	I	II	III	IV	V	VI	VII	VIII	IX H.Sch.
Social Studies	.....	.....	.....	31	31	31	.....	.....	.....
Current Events	.....	.....	.....	.....	.....	.....	19	19	19
Music	23	23	23	12	12	12	.....	.....	.....
Lang.-Lit.	20	20	20	46	26	26	.....	.....	.....
Science	.....	.....	.....	6	6	6	.....	.....	.....
Speech	.....	.....	.....	17	17	17	.....	.....	.....
	43	43	43	112	92	92	19	19	19
WESTERN REGIONAL SERIES									
Social Studies	.....	.....	.....	14	14	14	.....	.....	.....
Current Events	.....	.....	.....	18	18	18	.....	.....	.....
Music	.....	.....	.....	.....	.....	.....	24	24	24
Lang.-Lit.	.....	.....	4	4	.....	.....	.....	.....	.....
Science	.....	.....	.....	5	5	5	.....	.....	.....
Art	4	4	4	11	11	11	11	11	.....
Mathematics	.....	.....	.....	.....	4	4	.....	.....	.....
	4	4	8	52	52	52	35	35	24
NATIONAL SERIES									
Social Studies	.....	.....	.....	5	5	10	15	15	5
Current Events	.....	.....	.....	.....	.....	16	16	16	16
Music	.....	.....	.....	.....	.....	4	4	4	4
Lang.-Lit.	.....	.....	.....	6	6	6	.....	.....	5
Science	.....	.....	.....	.....	.....	.....	.....	.....	.....
	.....	.....	.....	11	11	36	35	35	25
	.....	.....	.....	.....	.....	.....	.....	.....	30
TOTAL	47	47	51	175	155	180	89	89	68
	.....	.....	.....	.....	.....	.....	.....	.....	80

The following table shows the number of air periods of varying lengths available from three separate sources.

TABLE IV  
NUMBER OF AIR PERIODS

	5	10	15	20	25	30	
	mins.	mins.	mins.	mins.	mins.	mins.	Total
Provincial Series	*23	.....	99	.....	23	13	158
Western Regional Series	.....	23	.....	22	.....	37	82
Network Series	.....	16	10	16	.....	5	47
TOTAL	23	39	109	38	23	55	237

\* Program News for Parents.



(b) Production of programs:

The School Broadcasts Branch assumes full responsibility for the Provincial Series of programs. For the most part these programs are written on assignment by twenty-two free-lance writers or by the staff of the Branch. Free-lance radio producers are engaged to produce the programs at CKUA. Writing and production are under the supervision of the Assistant Supervisor of School Broadcasts.

Network productions are undertaken by the staff of the CBC working with school broadcasts personnel. Productions on the network originate in Edmonton, Winnipeg, Regina, Vancouver and Toronto. Western Regional productions are planned and supervised by the Western Regional Committee on School Broadcasting including the directors of school broadcasts for each of the four western provinces. The National school broadcasts are prepared by the CBC on the advice of the National Advisory Council on School Broadcasting.

(c) Evaluation:

The School Broadcasts Branch is concerned not only about the number of classrooms in which the broadcasts are received but how well they are received and what suggestions teachers may have for their improvement. The Branch used two main channels of information during the 1959-60 season: the registration forms and the special evaluation forms.

(i) Registration forms: To determine the broadcasts which teachers intended to use during the year a postcard type of Registration and Order Form was attached to the catalog of Alberta School Broadcasts distributed to all elementary and junior high school teachers in the province. Approximately 4,300 of these cards were returned and from these the Branch compiled its statistics related to both the distribution of Guide Materials as well as the types of programs teachers most wished to use. The ten most widely-used programs according to the Registration Forms are as follows: Listen and Sing, It's Fun to Draw, Music Makers, Through the Magic Door, Speech Explorers, Voices of the Wild, Question Mark Trail, Let's Sing Together, Made in Alberta, and Pathfinders of the New World. Almost all programs showed a marked increase in listening audiences for the first ten programs during the current year; the previous year the Branch found an increase of more than 92,000.

(ii) Special Evaluation Forms: In addition to this quantitative evaluation the Branch has used for the past several years a system of selective evaluation. To help determine the effectiveness of the school broadcasts some seventy-five classroom teachers were selected from those indicating their willingness to evaluate. These special evaluators reported regularly to the Branch providing information about the usefulness of the programs and making specific suggestions for their improvement. In addition to these, many unsolicited evaluations were received from teachers who had a special interest in certain programs. Toward the end of the broadcasting season special evaluation forms were circulated among

one hundred teachers. The returns from these forms were used in the planning of the programs for the 1960-61 season. In addition to these two major methods of evaluation, the Branch consulted teachers individually or in groups, and in the field of music, a special subcommittee met in Calgary in February to discuss in detail the music programs being offered by the Branch.

### **3. Western Regional Committee on School Broadcasting**

Supervisors of School Broadcasts for the four western Provinces met in Winnipeg from December 1 to 5, 1959. In addition to the meetings of the four supervisors to plan series of radio programs for the 1960-61 season there were two joint sessions with the four Directors of Curriculum. One of these included officials of the CBC and the discussion centered around a possible cost-sharing plan for network school television programs. The proposal suggested that the Departments would be responsible for direct costs including scripts and performers' fees, while the CBC would be responsible for technical and production costs. Costs related to film production and staging would be shared on a 50-50 basis. This plan was agreed to tentatively.

The Western Regional Committee made preliminary plans for two short series of school television programs in November, 1960. One of these, prepared by British Columbia, has to do with physical geography; the other, planned by Saskatchewan, presents the history of numbers.

A second meeting was held in Toronto, February 8. At this meeting the problems of the Departments as they related to members of the performers' unions were discussed. The members of the Committee had an opportunity to meet with CBC negotiators to ask them to keep in mind the special character of school broadcasts when negotiating contracts with the actors' and musicians' organizations.

### **4. National Advisory Council on School Broadcasting**

The Seventeenth Annual Meeting of the National Advisory Council on School Broadcasting met in Toronto, February 10, 11 and 12 under the chairmanship of Dr. W. H. Swift, Deputy Minister of Education for Alberta. While the major concern of the Council was consideration of plans for future CBC radio and television school broadcasts, several other matters of importance were discussed. The Council endorsed a Canadian conference on television in education, approved the proposed cost-sharing formula for school television programs undertaken by departments of education working with the CBC, passed a resolution recommending that the School Broadcasts Department of the CBC maintain its separate existence and discussed the implications of the Metropolitan Educational Television Association (META) recently organized in Toronto.

### **5. Television**

The School Broadcasts Branch has continued to study school television during the past year by conducting limited experimental

projects and working with others in the field of educational television.

During January, February and March, the Branch presented a series of ten television lessons on "Electricity and Magnetism", Unit II of the Grade VIII Science Course of Studies. During the same weeks, the CBC's National Series of television programs were being presented. The following is a summary of both these series:

#### CBC NATIONAL SERIES

Coverage—all Alberta Stations	
Number of Alberta schools participating .....	110
Total number of classrooms reporting .....	531
Probable number of pupils viewing .....	16,000
List of programs Rhythm and Melody (II-III) 4 lessons; Children of Other Lands (II-III) 4 lessons; The Face of Canada (IV-VI) 4 lessons; Science About Us (IV-VI) 4 lessons; Current Events (VII-IX) 5 lessons; Where History Was Made (VII-IX) 5 lessons.	
Most valuable program as a teaching aid—Science About Us.	

#### EDMONTON SERIES

Coverage—CFRN-TV only	
Number of schools participating .....	60
Probable number of pupils viewing .....	3,000
List of programs: Magnetism; Electricity At Rest; Electro-magnets; Electricity in Motion; Generators and Motors; Power Plants; Electricity in the Home; Home Appliances; Radio and Television; Teletest.	

According to evaluations received, teachers felt the material was suitable both as regards grade level and quantity and the majority of teachers reporting felt that the series had high value as a teaching aid.

The School Broadcasts Branch has prepared reports on both these school television projects.

A Television Subcommittee was set up by the Curriculum Branch to advise on future school television projects. The Committee met on April 27, 1960, and, among other matters, recommended that a long-term project be undertaken for a limited subject and grade range, preferably in the field of science at the junior high school level.

The Supervisor of School Broadcasts was a member of a Committee which planned the Alberta Conference on Television in Education held at the University on June 2 and 3. Participating with the Department of Education in the Conference were the Alberta Home and School Federation which initiated the idea of the Conference, the University of Alberta, the Alberta Teachers' Association, The Alberta School Trustees' Association and others. Eighty persons attended the Conference from all parts of Alberta as well as five other provinces of Canada. Speakers and resource people included John J. Scanlon (Ford Foundation, N.Y.); Robert Hudson (National Education Television Centre, N.Y.); Bruce Adams (Director, Teaching Aids Centre, Toronto) as well as a number of Alberta educators. The purpose of the Conference was essentially informative although the final session was devoted to the discussion of some of the future possibilities associated with the use of television in education in Alberta in all its aspects.

In connection with the preparation for the Conference, the Ford Foundation sponsored visits to United States centers by four

Alberta participants. These included Robert Warren, Superintendent of Schools in Calgary, Robert Armstrong of the Edmonton Public School System, Duncan Campbell, who is the Director of Extension for the University of Alberta, and Richard Morton, Supervisor of School Broadcasts. Among American centers visited were St. Louis, Minneapolis-St. Paul, Milwaukee, Chicago, Detroit, New York, Philadelphia and Hagerstown, Maryland.

## 6. Tape Recording Service

During the season 1959-60 (May to April) fifty schools made use of the Tape Recording Service. This compares with twenty schools in the same period the year before. The number of taped programs requested increased from 128 to approximately 600. By means of the Tape Recording Service, schools with tape recorders are able to have recorded on tapes supplied by them, Provincial school broadcasts which have been presented on the air during the past several years, as well as other material which the Branch has prepared especially for the service. A listing of the titles available was compiled and distributed to all schools known to have tape recorders.

One taped production was prepared during the year specifically for use in high school literature classes. The Branch has asked for suggestions from high school teachers for material to be included in the future. More than thirty requests have been received. With the addition of almost one hundred Provincial programs to the list in 1960, the number of taped programs available to teachers in Alberta is approximately one thousand.

## D. Examinations Branch — L. G. Frith, Supervisor

The nature of the work in the Examinations Branch is basically the same as it has been for a number of years. However, the volume of the work has increased to such an extent that staff and space will require to be augmented.

During the summer of 1960 it was necessary for a good part of the permanent and temporary staffs to work some overtime. Besides the normal increase in the number of June examination candidates (about 15% yearly for Grade XII) the extra Grade XII summer sessions have resulted in a substantial increase in the August examination candidates.

### 1. Dates on which result statements were mailed

	1959	1960
Grade XII examinations .....	July 30-31	July 29 - Aug. 2
Grade XII non-examinations .....	July 30	July 29
Grade IX examinations .....	Aug. 12	Aug. 11
Grade X-XI non-examinations .....	July 17	July 18-19

### 2. Grade XII Examinations, June, 1960

The following table shows the distribution of candidates by gradings in the various subjects:

	No. of Cand. securing "B" or higher		No. of Cand. securing "C"		No. of Cand. below "C"		Total No. of Cand.	
	1959	1960	1959	1960	1959	1960	1959	1960
English 30 .....	4,321	5,388	2,063	2,465	1,125	1,353	8,009	9,211
Social Studies 30 .....	4,903	5,431	1,992	2,336	1,177	1,332	8,072	9,199
Mathematics 30 .....	3,162	3,623	1,309	1,520	731	926	5,252	6,069
Chemistry 30 .....	3,438	3,878	1,416	1,658	876	960	5,730	6,496
Physics 30 .....	1,675	1,806	695	690	426	447	2,796	2,943
Biology 32 .....	2,934	3,537	1,230	1,464	722	867	4,886	5,918
Latin 30 .....	253	253	88	86	49	51	395	390
French 30 .....	2,951	3,465	1,072	1,191	613	723	4,636	5,334
German 30 .....	230	270	12	16	10	17	252	303
Number of candidates for past five years: .....			1956 8,177	1957 8,686	1958 9,683	1959 10,923	1960 12,440	
Appeals on Grade XII June examinations:							1959	1960
Number of students who appealed .....							541	723
Number of papers re-read .....							867	1,153
Number of appeals sustained .....							46	82

### 3. Grade XII Supplemental Examinations, August, 1959

Distribution of candidates by gradings according to subjects:

	No. of Cand. with "B" or higher		No. of Cand. with "C"	No. of Cand. below "C"	Total No. of Cand.
English 30 .....	440	477		336	1,303
Social Studies 30 .....	352	427		316	1,095
Mathematics 30 .....	396	543		291	1,230
Chemistry 30 .....	509	431		216	1,156
Physics 30 .....	234	250		103	582
Biology 32 .....	343	316		137	796
Latin 30 .....	37	44		26	107
French 30 .....	356	292		122	770
German 30 .....	32	3		11	46
Mathematics 31 .....	23	14		31	68

### 4. High School Diplomas

Number of High School Diplomas issued .....	1958 4,703	1959 5,204
---------------------------------------------	---------------	---------------

### 5. Music Evaluations

Evaluations were made of 642 music documents during 1959-60 as compared with 539 in 1958-59.

### 6. Evaluation of school documents from outside Alberta

These numbered 1,374 in 1959-60 as compared with 1,271 in 1958-59.

### 7. Result statements of credits for non-examination subjects issued

	1956	1957	1958	1959	1960
Grade XII .....	5,907	6,429	6,423	7,442	8,487
Grade XI .....	10,888	10,576	10,521	11,753	13,029
Grade X .....	12,642	12,834	13,354	14,790	15,054

### 8. Grade IX Examinations, 1960

The following table shows the distribution of gradings among 18,252 candidates writing the Grade IX examinations:

FREQUENCY COUNT FOR GRADE IX EXAMINATIONS

Category	Cities, towns and villages		Rurals		Corres.		Total for Province	
	No.	%	No.	%	No.	%	No.	%
Honours pass .....	918	5.16	11	2.93	1	1.11	930	5.10
Pass .....	15,902	84.85	313	83.47	63	75.56	15,473	84.77
Failure .....	1,777	9.99	51	13.60	21	23.33	1,849	10.13
	17,787	100.00	375	100.00	90	100.00	18,252	100.00

In addition 146 students were considered as special cases.



TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTERS FOR GRADE IX EXAMINATIONS

	1955	1956	1957	1958	1959	1960
No. of candidates .....	13,795	14,716	15,719	17,378	17,803	18,252
No. of writing centers — (excl. special centers)	704	688	651	637	615	637

TABLE SHOWING GRADE IX IN CATEGORY GRADINGS PER SUBJECT

Category	Read. Test	Eng. Lit.	S. St. Lang. Pt. B (Lang.)	S. St. Lang. Pt. A (S.St.)	Math.	Science
	%	%	%	%	%	%
H .....	11.34	10.00	9.76	9.88	10.03	10.43
A .....	23.92	25.52	25.31	25.42	25.23	24.00
B .....	36.41	35.02	34.96	35.60	34.47	35.57
C .....	18.06	19.25	19.86	19.10	20.34	20.10
D .....	10.27	10.21	10.11	10.00	9.88	9.90

GRADE IX GRADINGS

	1958		1959		1960	
	No.	%	No.	%	No.	%
Honours pass .....	860	4.94	892	5.01	930	5.10
Pass .....	14,818	85.26	15,120	84.93	15,473	84.77
Failure .....	1,700	9.80	1,791	10.06	1,849	10.13

### E. Research Office — A. B. Evenson, Associate Director of Curriculum

The work of the research office may be divided into five sections:

- Gathering routine data.
- Carrying out statistical work for special studies made by the Department.
- Making surveys to obtain information for curriculum committees.
- Performing the calculations necessary for departmental examinations.
- Assisting school systems in organizing testing programs.

A summary of the work done during the year ending June 30, 1960, follows:

#### 1. Departmental Examinations

In July, 1959, the required statistical work was done for the Grades IX and XII examinations conducted in June of that year. In addition, calculations were made for the Grade XII supplemental examinations in August, and for the three sets of Grade XII semester examinations. At the request of various examination boards and committees the following correlations in connection with June examinations were calculated:

#### Grade IX

- Grade IX School and College Ability Tests T-Score and total aggregate score.
- Social Studies examination scores and teachers' gradings.
- Science examination scores and teachers' gradings.

#### Grade XII

- Biology 32 Part A and Part B.
- Social Studies 30 Part A (excluding essay) and Part B.
- Social Studies 30 Part A and essay.

Similarly the following additional work on examinations was done:

- a. For Social Studies 30 and Mathematics 30 a comparison was made between the marks received by students in the supplemental examinations and their marks on the June examinations.
- b. Results received by summer school students who wrote supplemental examinations were summarized.
- c. For the schools operating on the semester system, June results for the past several years were compiled.

## **2. Grade IX Mathematics — Science Project**

The Grade IX Mathematics—Science Project, which was initiated in 1958, was carried forward in 1959-60. The following correlations were computed:

STEP level 3 science scores and Grade X final gradings.

STEP level 3 mathematics scores and Grade X final gradings.

The study will be carried forward in 1960-61.

## **3. Zone II ASTA Project**

The Zone II ASTA Project, to which the research office lent assistance, was organized so that pupils in Grades I to IX of different ability would receive differentiated instruction. Calculations were made so that, on the basis of four tests and a rating by teachers, students could be divided into three categories according to their ability to absorb instruction.

## **4. Edmonton Grouping Project**

The research office was represented on the committee directing the experiment on achievement grouping at the junior high school level in Edmonton. The chief contribution of the research office was in processing data to determine pupil placement and to determine the value of grouping by achievement. The project will continue throughout the 1960-61 school year at least.

## **5. Elementary Arithmetic Study**

In September, 1959, about 3,000 pupils in Grades II-VI in four school systems were given the California Arithmetic Test. A second form of the test was given to the same pupils in June, 1960. Results were entered on punch cards for analysis.

The testing was done at the request of the Elementary Arithmetic Subcommittee in connection with proposed curriculum changes. Different approaches to the teaching of arithmetic will be evaluated.

The test results were used to establish norms for the five grades on the California Arithmetic tests. The norms were developed for general use.

## **6. California Achievement Battery Norms**

As a result of assistance given in a divisional testing program, the research office had access to figures that were used to compute norms for the California Achievement Battery. Percentile norms applicable to the division were calculated for Grades IV-IX subscores and total scores in reading, arithmetic and language.

## **7. South East Edmonton Zone Mathematics Project**

The research office processed the data derived from a Mathematics project in the South East Edmonton Superintendent's Zone. The STEP Mathematics 2A and 2B Tests were given to approximately 1,500 students in Grade X and XI mathematics classes. Percentile norms were drawn up.

## **8. Grade IX Reading Test**

In May and June of 1960 a test intended to replace or supplement the Grade IX final reading test was administered to approximately 2,000 Grade IX students. This study will be completed later in 1960.

## **9. Form A Cards**

Information contained in the Form A cards was summarized with the aid of the data-processing machines. A breakdown of information corresponded to that done in 1958.

## **10. Miscellaneous**

The research office, in 1959-60, was involved in minor studies too numerous to mention; however, a few are listed below:

- a. Follow-up of the study made in 1958-59 of the Grade IX failures of June 1958 to determine achievement of those who repeated Grade IX in 1958-59.
- b. Study of the students who were registered in Grade XII for the second year in 1958-59.
- c. Enrolment figures in the composite schools of students in a technical or commercial pattern.

Routine statistical data required each year were gathered and processed.

## **SPECIAL EDUCATION**

The provision of educational services for children who deviate from the broad normal range, whether by reason of physical or mental characteristics, has received continued attention by the Department of Education.

The objective is to provide a type of service which will enable each boy and girl to achieve maximum educational development. To this end special facilities have been provided through (1) arrangements with schools in other provinces for blind children; (2) the direct operation of schools, as in the case of the School for the Deaf; (3) grants to school boards throughout the province

for the operation of special classes and (4) special arrangements with non-public organizations in the case of severely retarded children.

### Education of the Blind Children

During the year the Government continued to send Alberta blind children to provincial residential schools for the blind in other provinces. Tuition fees, living expenses and escort service were provided for all children at government expense. The following table gives the number of children attending schools for the blind:

PUPILS ATTENDING SCHOOLS OUTSIDE OF ALBERTA 1959-60

Ontario School for the Blind, Brantford .....	15
Institution des Sourds-Muets, Montreal .....	1
Nazareth Institute, Montreal .....	1
Jericho Hill School, Vancouver, B.C. ....	5
School for the Deaf, Halifax (pupil both deaf and blind) .....	1
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### ALBERTA SCHOOL FOR THE DEAF

(L. A. Broughton, Superintendent)

#### Purposes of the School for the Deaf

- (a) To provide an education for all deaf children of the Province, ages 5 to 18, deaf children being those in whom the sense of hearing is non-functional for the ordinary purposes of life. Education includes learning to communicate, to master vocabulary and language, to gain knowledge and understanding in the subjects common to the Alberta curriculum, to train and discipline the mind and to promote the development and enjoyment of each child's faculties.
- (b) To provide recreation, organized games, sports, play and free time; to promote acceptable social behavior and good character, and to give attention to health and the spiritual needs of each child.
- (c) To assist in placing the deaf boy or girl in a suitable job after graduation.

#### Enrolment

- (a) Day pupils—7
- (b) Residential—131
- (c) Boys—71, Girls—60
- (d) Enrolment by major cities: Edmonton 33%, Calgary 22%
- (e) School leavers, June 1960—12

#### Staff

- (a) Academic teachers—18
- (b) Vocational teachers—3
- (c) Other staff includes houseparents, dietary, hospital, housekeeping, administration, Department of Public Works.

### **Pupil Achievements**

Academically, three pupils were successful in completing Grade VIII, and other pupils were distributed in grades below. Gratifying results were also obtained in speech reading, speech, and some auditory training . . . all special subjects designed for the program of the deaf child.

### **Co-curricular Activities**

The senior boys won the Art Skitch Basketball Trophy, competed for by Junior High Schools in Edmonton. Pupils were highly successful in swimming tests; they won prizes at the School Fair and received other awards and prizes in various endeavors.

### **Assistance From Service Clubs and Individuals**

The school has been particularly indebted during the past year to many organizations and persons who have given necessary, as well as beautiful and pleasurable, donations. Not only the donations but the good will shown has helped to advance pupil welfare and has created a better understanding and support for the deaf child and his needs.

## **REPORT ON THE SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN**

(D. R. Cameron, Principal)

Following the announcement of the Government that a provincial school for physically handicapped children is to be established and in operation by 1962, the Minister appointed a special committee to conduct a preliminary study and to report on various aspects of the project.

Mr. D. R. Cameron, B.A., M.Ed., was appointed Principal of the School.

The present tentative plans are that a day and residential school should be built in Edmonton for educable children of school age to provide opportunities for boys and girls whose physical disabilities prevent their attendance at ordinary schools. The projected school, it is expected, will offer both health and educational services. It will not function, however, as a hospital, surgical centre, or custodial institution.

At least two criteria for admission will probably be applied. First, the child will need to be ambulatory in the sense of being able to move about, in some instances with the aid of braces, crutches or a wheel chair. Second, there will need to be an indication that the complementary health and educational services of the school will be of benefit to the child.

### **Special Classes**

Among our school population are a number of children who though conscientious workers seem unable to make satisfactory progress but who nevertheless should associate with the main body of pupils in the regular school programs. For their benefit,



many school boards have devised special programs and have employed teachers with the required competence. Some of the adaptations are in the nature of opportunity rooms for slow learners, adjustment rooms for remedial instruction and pre-employment classes of a terminal, pre-vocational nature for impending drop-outs. For further information concerning special education within the inspectorates, see page 27.

The following table gives information about classes offered by school boards and for which the Department of Education allowed grants:

School Board		Enrolment
Red Deer S. District No. 104	1 opportunity class	14
Medicine Hat S. District No. 76	3 opportunity classes	43
Lethbridge Public S. Dist. No. 51	3 opportunity classes	39
Calgary Public	14 opportunity classes	183
	1 Rehabilitation Centre class	8
	1 Speech & Hearing Class	.....
	1 Cerebral Palsy class	.....
Edmonton Public	2 Hearing Conservation classes	18
	1 sight-saving class	11
	3 homebound and hospitalized classes	26
	9 Junior opportunity classes	122
	3 intermediate opportunity classes	43
	3 Senior opportunity classes	33
Clover Bar S.D. No. 13	3 opportunity classes	25
Calgary Separate	2 opportunity classes	21
Edmonton Separate	3 opportunity classes	39
Lethbridge Separate	1 opportunity class	8
Jasper Place Separate	1 opportunity class	13
Wainwright S.D. #32	1 opportunity class	13
Fairview S.D. #50	1 opportunity class	10
Newell County No. 4	1 opportunity class	.....
Lloydminster S.D.	1 opportunity class	4
St. Paul S.D.	1 opportunity class	20
West Jasper Place S.D.	2 opportunity classes	25

### Schools for Retarded Children

Children who are severely retarded to the extent that they do not profit from the regular school program, its adaptations and environment were separately accommodated. In nine centers, the Association for Retarded Children secured buildings and staff to provide appropriate instruction and training services. Grants are paid by the Department of Education to school boards that pay fees or grants on behalf of children enrolled at the schools. In addition, the government pays grants in respect of approved buildings. The number of children attending are shown in the following table:

SCHOOLS FOR RETARDED CHILDREN	Students
Calgary	99
Drumheller	■
Edmonton (Winnifred M. Stewart School)	100
Grande Prairie	18
Lethbridge (Dorothy Gooder School)	23
Lloydminster	4
Medicine Hat	14
Red Deer	■
Vermilion	10
	281

## REPORT OF THE REGISTRAR

(J. I. Sheppy)

The office of the Registrar functions primarily as a certification bureau for teachers employed in the Alberta public school system. The chief duties of the office are as follows:

1. Issuing certificates of qualification to teach.
2. Administering the regulations governing the certification of teachers.
3. Assessing the credentials of applicant teachers from outside Alberta.
4. Maintaining records of the academic and professional standing, and teaching service of each Alberta teacher.
5. Evaluating foreign secondary school documents.

The Registrar is secretary to the Board of Reference and to the Board of Teacher Education and Certification, both of which organizations are referred to below. During the past year he was chairman of the Chartered Accountants' Experience Appraisal Board.

### General Teacher Certification

The number and classes of basic or general certificates issued to teachers during the past year are given in Table I below. Section (a) of the Table provides data regarding permanent certificates, and section (b) figures for interim certificates.

**TABLE I**  
**TEACHERS' CERTIFICATES ISSUED DURING THE PERIOD JULY 1,**  
**1959 to June 30, 1960**

<b>(a) Permanent Certificates</b>	
Professional .....	393
(Including 167 re-issued, 1 'change of name', 34 married)	
Standard S: .....	232
(Including 79 re-issued, 1 'change of name', 17 married)	
Standard E: .....	240
(Including 67 re-issued, 1 'change of name', 44 married)	
Junior E: .....	725
(Including 204 re-issued, 93 married)	
Second: .....	37
(Including 37 married)	
<b>(b) Interim Certificates</b>	
<b>Professional:</b>	
Alberta .....	207
(Including 71 re-issued, 19 married)	
British Columbia .....	2
Saskatchewan .....	15
Manitoba .....	2
Ontario .....	4
New Brunswick .....	1
England .....	2
Ireland .....	2
United States .....	3
India .....	3
France .....	1
British East Indies .....	1
Denmark .....	1
	244
<b>Standard S:</b>	
Alberta .....	367
(Including 26 re-issued, 19 married)	
British Columbia .....	6
Saskatchewan .....	15
Manitoba .....	7

Ontario .....	12	
New Brunswick .....	3	
Nova Scotia .....	5	
England .....	12	
Ireland .....	3	
Scotland .....	2	
United States .....	15	
Mexico .....	1	
India .....	4	
Germany .....	1	
Latvia .....	3	
Ethiopia .....	1	457
<b>Standard E:</b>		
Alberta .....	85	
(Including 24 re-issued, 13 married)		
British Columbia .....	1	
Saskatchewan .....	67	
Ontario .....	1	
New Brunswick .....	1	
Nova Scotia .....	2	
England .....	2	
Ireland .....	1	
Scotland .....	1	
United States .....	10	
Jamaica .....	1	172
<b>Junior E:</b>		
Alberta .....	673	
(Including 36 re-issued, 172 married)		
British Columbia .....	13	
Saskatchewan .....	140	
Manitoba .....	33	
Ontario .....	26	
Quebec .....	11	
New Brunswick .....	1	
Nova Scotia .....	1	
England .....	4	
Ireland .....	53	
Scotland .....	1	
Wales .....	1	
United States .....	2	
Germany .....	1	
Netherlands .....	4	
Australia .....	1	
Holland .....	3	
Latvia .....	1	
New Zealand .....	1	970
<b>TOTAL .....</b>		<b>3,470</b>

## Notes on Table I

1. The term re-issued refers to certificates issued to teachers who qualified for certificates of higher class than those originally issued to them. There were 674 re-issued certificates in 1959-60.
2. The term married refers to a female teacher who had a new certificate issued in her married name. The number of married women completing the re-issuance procedure was 448.

## Letters of Authority

A Letter of Authority, valid for one year in a specific school district, may be issued on the recommendation of a school superintendent to a person whose academic and professional or technical qualifications are approved by the Minister of Education. During the twelve month period under review, 1,011 Letters of Authority were issued. A substantial number of the persons holding Letters of Authority taught for less than the full school year.

## Special Certification

To teachers with appropriate basic certification and also specialized preparation the Minister may issue special certificates

in Art, Dramatics, Music, Business Education, Industrial Arts, Home Economics, Physical Education, Guidance, Administration and Primary activities. Three grades of special certification may be issued: Junior, Senior and Advanced.

Table II summarizes the various grades and numbers of special certificates granted during 1959-60.

TABLE II  
SPECIALISTS' CERTIFICATES JULY 1, 1959 — June 30, 1960

Administration .....	12
Advanced .....	13
Senior .....	83
Junior .....	282
Primary .....	12
Advanced (Unit Shop) .....	3
Senior (Unit Shop) .....	3
	<u>407</u>

Derived from the data directly above, Table III provides an analysis of the special certificates issued in the subject fields of Business Education, Home Economics and Industrial Arts:

TABLE III  
SPECIALISTS' CERTIFICATES ISSUED IN BUSINESS EDUCATION,  
HOME ECONOMICS AND INDUSTRIAL ARTS

Business Education Certificates		Home Economics Certificates	
Advanced Business Education .....	1	Advanced .....	4
Senior Business Education .....	2	Senior .....	22
Senior Bookkeeping .....	2	Junior .....	37
Senior Typewriting .....	2		<u>63</u>
Senior Stenography .....	1	Industrial Arts Certificates	
Junior Shorthand and Bookkeeping .....	1	Advanced .....	4
Junior Business Education .....	3	Senior .....	5
Junior Typewriting and Stenography .....	1	Junior .....	32
	13	Advanced (Unit Shop) .....	2
		Senior (Unit Shop) .....	3
			<u>46</u>

### Qualifications Held by Active Teachers

On the basis of reports from local school authorities, the greatest number of which were received and checked by the Registrar's Office prior to December 30, 1959, the classes of certificates held by active teachers under contract are given in Table IV. The following statistics are an accurate accounting for approximately the first half of 1959-60, but not for the whole school year:

TABLE IV  
CERTIFICATES HELD BY TEACHERS UNDER CONTRACT 1959-60

Name of Certificates	No. of Teachers Holding Certificates
Professional (Grades I-XII) .....	2,537
Standard S (Grades IV-XI) .....	753
Standard E (Grades I-IX) .....	720
Standard E and Standard S .....	655
Junior E (Grades I-IX) .....	3,415
Letter of Authority .....	1,027
High School (Grades VII-XII) .....	218
Academic (Grades I-XII) .....	47
First Class (Grades I-XII) .....	731
Elementary and Intermediate (Grades I-X) .....	952
Second Class (Grades I-IX) .....	617
Others .....	5
<b>TOTAL</b> .....	<u>11,677</u>

### Notes on Table IV

1. The total of 11,677 includes teachers who were employed for less than the full school year.

TABLE V  
NUMBER OF TEACHERS WITH DEGREES 1959-60

Class of Degree	Number
Bachelor of Education .....	1,647
Bachelor of Arts .....	475
Bachelor of Science .....	351
Bachelor of Science, Household Economics .....	63
Bachelor of Education, Industrial Arts .....	26
Bachelor of Education, Physical Education .....	17
Bachelor of Commerce .....	24
Master of Arts .....	141
Master of Education .....	143
Master of Science .....	26
Others: B.Paed., B.P.E., B.T., Ed.D., Ph.D. etc. ....	40
	<u>2,953</u>

### Teachers With Degrees

Data gathered during 1959-60 from 11,677 individual reports show that at least one college or university degree was held by 25 per cent of Alberta teachers. The classes and numbers of degrees are summarized in Table V above. In the instance of a teacher holding two or more degrees, only the highest degree has been counted.

### Teacher Movement

The strong movement of teachers from outside to Alberta continues. Between July 1, 1959, and June 30, 1960, the number of extra-provincial applicants who qualified for Alberta teaching authority and took up classroom duties in our public school system was 687.

The statistics in Table VI pertaining to teacher migration indicate broadly the sources and numbers of the successful applicants who received certificates or Letters of Authority.

TABLE VI  
APPLICANTS FROM OUTSIDE WHO QUALIFIED FOR TEACHING AUTHORITY  
1959-60

Certificated:		
Other Canadian Provinces .....	372	
England, Scotland, Ireland, Wales .....	82	
United States of America .....	29	
Other Countries .....	28	511
Letters of Authority: .....		176
Total .....		<u>687</u>

An estimated 188 teachers left Alberta during 1959-60 to teach under other jurisdictions. Imports greatly exceed exports.

### Teacher Exchange

A teacher exchange program offering approved Alberta teachers in urban centers opportunities of interchanging classroom assignments for one year with teachers in other Canadian provinces, the United States of America or the United Kingdom is administered by the Canadian Education Association. One exchange position in New Zealand was also available. The office



of the Registrar provides information and makes preliminary arrangements with the C.E.A. on behalf of Alberta teachers who apply for exchange.

During the past year four exchange positions were arranged for the school year 1960-61. Two Alberta teachers were to go to England, one to Scotland, and one to New Zealand. Alberta teachers for whom "matchings" were completed came from Edmonton (2), Calgary (1), and Stettler (1).

## Secondary School Evaluations

High school students moving to Alberta from outside Canada often seek evaluations of secondary schooling in terms of Alberta standing. Such assessments are needed to enable the applicants to pursue further education, to gain admission to vocational or professional organizations and to obtain evidence of educational qualifications for purposes of employment. Table VII lists the countries from which 358 applicants for secondary school evaluations came.

TABLE VII  
HIGH SCHOOL EVALUATIONS FOR STUDENTS FROM OUTSIDE CANADA  
1959-60

Place	No. of Evaluations
United States of America .....	143
Netherlands .....	61
Germany .....	44
England .....	32
Scotland .....	9
Ireland .....	8
Hong Kong .....	7
Denmark .....	7
Hungary .....	6
Japan .....	4
France .....	4
Austria .....	4
Poland .....	3
Other Countries .....	26
	<hr/> 358

## Board of Reference

The Board of Reference, under the provisions of The School Act, adjudicates disputes and disagreements between school boards and teachers respecting termination of contracts to teach. Either party to a dispute may make application to the Minister of Education for a hearing before the Board.

The Board of Reference is comprised of three district court judges. An appeal or disagreement, however, may be referred by the Minister to one member of the Board. A ruling given by the Board of Reference is final and binding on both parties.

No applications for hearings before the Board were received during the year 1959-60.

## Board of Teacher Education and Certification

The Board of Teacher Education and Certification advises the Minister of Education on matters relating to the training and

certification of teachers. It is composed of sixteen members: five each from the Department of Education and the University of Alberta; and three each from the Alberta School Trustees' Association and the Alberta Teachers' Association. The Chairman is the Chief Superintendent of Schools.

Meetings of the Board were held on November 17, 1959, February 23, 1960, and June 28, 1960. Special committees appointed by the Board studied and reported on the following:

1. Teacher education in affiliated Junior Colleges.
2. Recommendations of the Royal Commission on Education with respect to teacher education.
3. The careers of Junior E teachers.
4. Location and erection of a new building to house the Faculty of Education.
5. Special Certificates in Industrial Arts.
6. Summer School prescription for teachers trained outside Alberta.

## REPORT OF THE CO-ORDINATOR OF TEACHER EDUCATION

(D. R. Cameron)

The office of the Co-ordinator of Teacher Education is concerned with the following activities: (1) recruitment of teachers; (2) subsidization of teachers-in-training; (3) liaison with teacher education institutions; (4) in-service training for teachers, and, (5) administration of the Grade XII Summer School for teachers.

### Teacher Education Programs

The responsibility for the preparation of teachers for the Alberta public school system has been delegated to the University of Alberta. The Faculty of Education in Edmonton and Calgary prepare the greatest number. However, two recent affiliates of the University of Alberta, namely Lethbridge Junior College and Camrose Lutheran College, offer the first year of the B.Ed. program to a smaller number of prospective teachers.

The programs leading to teacher certification are as follows:

1. One year after Grade XII—Junior E Certificate (valid in Grades I to IX).
2. The first two years of the B.Ed. program—the Standard E Certificate (Grades I to IX) or the Standard S Certificate (Grades IV to XI).
3. The first three years of the B.Ed. program—Professional Certificate (Grades I to XII).

The B.Ed. degree is granted at the end of the fourth year. Persons holding an approved University degree, for instance, a B.A. or B.Sc., may qualify for certification by completing one year in the Faculty of Education. The University of Alberta offers advanced studies leading to the M.Ed., Ph.D., and Ed.D. degrees.

### Enrolments of Education Students

During the winter session 1959-60, the enrolment of students was 30 percent greater than the comparable figure for the previous year. The most significant increases were in the first and second years of the undergraduate B.Ed. program. There was evident preference for programs leading to certification to teach in secondary school.

As shown in Table I below, a total of 1,726 students were registered in full-time studies. In addition, there were 87 in part-time programs, 865 in evening credit courses, and 2,500 teachers at the University of Alberta Summer School Session. On the basis of these enrolments, the prospect of an improved supply of qualified teachers was encouraging.

TABLE I  
TOTAL ENROLMENT, TEACHERS IN TRAINING ON FULL-TIME BASIS  
ACADEMIC YEAR, 1959-60

Institution	Men	Women	Total
Faculty of Education, Edmonton .....	526	739	1,265
Faculty of Education, Calgary .....	177	269	436
Lethbridge Junior College .....	11	14	25
Total .....	714	1,012	1,726

The breakdown of the figures given above, in terms of registrations at the various levels in the degree program and in the Junior E program, follows in Tables II and III.

TABLE II  
ENROLMENT BY COLLEGE YEAR, EDUCATION STUDENTS  
REGISTERED FULL-TIME IN DEGREE PROGRAMS, 1959-60

Year	Edmonton	Calgary	Lethbridge	Total
First Year B.Ed. ....	345	124	25	494
Second Year B.Ed. ....	329	104	—	433
Third Year B.Ed. ....	97	17	—	114
Fourth Year B.Ed. ....	56	5	—	61
B.Ed. after other degree	105	21	—	126
Graduates (M.Ed., Ph.D., Ed.D.)	27	—	—	27
Total .....	959	271	25	1,255

TABLE III  
ENROLMENT IN ONE-YEAR PROGRAM (JUNIOR E), 1959-60

Institution	Men	Women	Total
Faculty of Education Edmonton .....	83	223	306
Faculty of Education, Calgary .....	39	126	165
Total .....	122	349	471

### Financial Assistance to Teachers-in-Training

Under the provisions of The Students Assistance Act (Queen Elizabeth Education Scholarship Fund), a comprehensive program of assistance in the form of fee payment, grants, loans, scholarships and fellowships is provided for residents of Alberta who pursue teacher-training courses. An outline of the various major types of awards available to students in Education during 1959-60, is as follows:

1. An unrestricted number of awards subsidizing students in the Junior E program and the first two years of the B.Ed. program through payment of tuition fees and a grant of \$200.00.
2. Tuition grants up to a maximum of fifty awards, (each valued at \$232.00) for students in each of the third and fourth years of the B.Ed. program.
3. Grants of \$400.00, plus tuition fees, up to a maximum of fifty awards (each valued at \$632.00) for university graduates holding an approved degree who enrol in the one-year program leading to certification to teach senior high school.
4. Summer session grants of \$100.00, up to a maximum of two hundred and fifty awards, for persons wishing to qualify, or to improve their qualifications, as teachers of senior high school.
5. In addition to awards specifically designed to encourage students in education, teachers-in-training are also eligible to apply for other grants, loans, scholarships and fellowships on the basis of academic standing and financial

need. In Table IV the various forms and amounts of assistance, including direct subsidies and awards based on academic standing and financial need, are given.

**TABLE IV**  
SUMMARY OF AWARDS TO TEACHERS-IN-TRAINING,  
UNDER THE STUDENTS ASSISTANCE ACT, 1959-60

Type of Award	No. of Awards <sup>1</sup>	Total Value
Matriculants and Undergraduates		
Payment of Tuition Fees .....	1,395	\$293,903.09
Grants .....	1,326	274,465.00
Loans .....	139	38,765.00
Scholarships .....	89	23,350.00
Summer Session Grants .....	248	24,800.00
Graduates		
Payment of Tuition Fees .....	3	574.00
Grants .....	5	1,000.00
Loans .....	7	2,315.00
Scholarships and Fellowships .....	2	6,200.00
Other Subsidies		
Tuition Grants (Emergency Program) <sup>2</sup> .....	54	2,970.00
School Board Bursaries <sup>3</sup> .....	63	9,150.00
Institute of Mathematics <sup>4</sup> .....	—	5,000.00
<b>Total</b> .....	<b>3,331</b>	<b>\$632,992.09</b>

(1) Substantial numbers of students received more than one type of award. Between April 1, 1959, and March 31, 1960, approximately 1,850 students in Education received awards from the Province of Alberta.

(2) The Emergency Teacher Training Program came to an end with the Summer Session of 1959.

(3) During 1958-59, the Province participated with school boards in the payment of joint bursaries. This participation was discontinued in 1959-60, but certain boards were late in submitting claims for partial reimbursement for bursaries awarded the previous year.

(4) Department of Education shared in the costs of an Institute for Teachers of Mathematics during the summer of 1959.

Many school boards in Alberta offered grants or bursaries of at least \$100.00 per year, to teachers-in-training, on the understanding that the recipients would teach in a specific school system for a given period. The results of a survey of assistance awarded by local education authorities during 1958-59 to education students is set forth in Table V.

**TABLE V**  
SUMMARY OF GRANTS TO TEACHERS-IN-TRAINING,  
AWARDED BY SCHOOL BOARDS, 1959-60

Type of School Authority	No. of Recipients	Total Value
School Divisions .....	367	\$ 80,800.00
Counties .....	121	40,200.00
Cities .....	76	12,600.00
Towns .....	13	3,700.00
Villages .....	3	600.00
Consolidated Districts .....	1	300.00
Rural Districts .....	—	—
<b>Total</b> .....	<b>581</b>	<b>\$133,200.00</b>

## Teacher Recruitment

Throughout the year, literature on the attractions of teaching as a vocation was distributed to all high schools. Brochures were sent to each prospective Grade XII graduate; talks on the teaching profession were delivered at career gatherings and other special events. A substantial number of inquiries respecting programs of training and related questions were answered through correspondence.



**Grade XII Summer School for Teachers**

The Department of Education, with the co-operation of the Alberta Teachers' Association and the University of Alberta, held a six-week summer session in 1959 on the University campus in Edmonton for teachers holding qualifications based on less than senior matriculation. Course outlines and pre-session assignments were prepared for all matriculation subjects. An experienced staff comprised of nineteen instructors and one principal (Mr. R. F. Staples) was engaged.

The Grade XII Summer School for teachers offered many persons opportunities to proceed to higher levels of certification and to improve their academic and professional qualifications. A total of 542 completed the Summer Session. A large majority achieved commendable results on the Grade XII Departmental examinations in August.

Arrangements for a second Grade XII Summer School for teachers are being completed. Indications are that the total registration in 1960 will be close to 500.

## REPORT OF THE SCHOOL BOOK BRANCH

(W. F. Logan, Manager)

The School Book Branch has completed its 46th year of public service as a wholesale distributor of school books in the Province of Alberta. The primary objective of the Branch is to supply promptly and economically all the school books authorized by the Department of Education.

### Financial Report

The following statistics were selected from the Provincial Auditor's report for the twelve-month period between April 1, 1959, and March 31, 1960:

- (a) Total sales for the fiscal year amounted to \$1,768,556.62, a decrease of \$19,404.76 from the previous year.
- (b) Purchases for the fiscal year were \$1,525,957.94, an increase of \$18,743.55.
- (c) The physical inventory at March 31, 1960 was \$391,375.53, which is an increase of \$30,483.03 when compared to the inventory of the previous year.
- (d) Net profit for the year was \$53,553.89 which represents approximately 3% of the total sales. However, the sales figure includes an amount of \$192,261.33 received from the Province of Alberta to cover the additional discount allowed to school systems under the Textbook Rental Plan in accordance with Order-in-Council 935/57. Thus, although the financial statement indicated a small profit, the operation of the School Book Branch was in fact subsidized to the extent of \$138,707.44.
- (e) The total operating expenses amounted to \$221,198.36 or approximately 12.5% of total sales.

### Availability of School Books

The Branch experienced one of its best years insofar as having books available for school opening in September was concerned; only one primary reference was out of stock in the Elementary grades, two primary references in the Junior High School, and two primary references in the Senior High School section. The volume of business was extremely heavy during the period July 20 to August 13. The majority of the school boards and school-book dealers responded to our request and have placed orders earlier than in previous years. Consequently, school books were available to most students when schools opened in September. The tremendous rush of orders experienced every September in previous years, is now becoming a thing of the past. Once again the Branch provided special service to teachers and book dealers by remaining open on Saturday mornings during the month of September and the first Saturday in October. No over-time work was necessary during the year.

It is interesting to note that the Report of the Royal Commission on Education in Alberta, released in the fall of 1959,

recommends that school boards make an early appraisal of next year's book requirements if they are to be assured of having books available for school-opening. Sections 197 and 198 of the recommendations in this Report read as follows:

197 "That school boards throughout Alberta as a whole develop more effective methods and fix responsibility for securing an early appraisal of next year's book requirements."

198 "That the School Book Branch re-emphasize to school boards that it cannot accept responsibility for immediate delivery unless orders are placed prior to a specified date."

The new Grades 7 and 8 Science texts, "Science Activities, Book 1" and "Science Activities, Book 2", were not received until late July and early August. In addition, the new text in English Language entitled "Guide to Modern English" was not received until July 30th.

School book dealers continued to provide a valuable service to their communities by endeavoring to have on hand a good supply of books well in advance of school opening. A total of 108 active dealers sold books to the value of \$234,567.36.

### **Cost of School Books**

Publishers report that the cost of manufacturing books still continues to rise. However, due to an increased volume in sales and competitive transportation rates, the School Book Branch was able to absorb all increases on basic texts, references and work-books. Therefore, except for eleven books which had dropped in price, all of the prices listed in the regular price list and order form were the same as in the previous year.

The majority of the stock (approximately 473 tons) was brought in from Eastern Canada in carload lots via lake and rail. The consolidation of shipments enables the Branch to take advantage of the most economical transportation rate. An additional 217 tons were transported by truck from Eastern and Western Canada at competitive rates. About six tons of smaller parcels weighing less than 30 pounds were shipped in by express. Numerous other small parcels were received by mail. Since transportation is a very expensive item in School Book Branch operations, any saving realized directly helps to reduce the cost of books.

### **Text Book Rental Plan**

The Textbook Rental Plan, which was first introduced on a limited scale in 1952 and later extended on a voluntary basis to all school boards in 1957, has proved to be an important factor in keeping the cost of textbooks to students at a very low level. Many school boards under the rental plan are supplying textbooks free to students while others are renting them at one-third of the actual cost.

A discount of 40% is permitted on books purchased under the rental scheme and the School Book Branch is reimbursed by the Government in the amount of 25% of rental sales to enable the Branch to offer this special discount. The amount of this subsidy during the 1959-60 fiscal year was \$192,261.33. Rental Plan sales were \$653,688.52 which is 37% of the total sales.

Fifteen school districts have entered the Rental scheme this year, bringing the total number of school boards operating the Rental Plan to 153. There are only 63 very small school districts which are not in the Rental Plan.

### Library Books

The demand for good free reading books continues to grow. The sales from library books listed in our four catalogues was \$196,048.85 which is 11.08% of the total sales.

The sub-committees on free reading approved the following revisions in our library catalogues:

- (a) **Reading for Pleasure—Elementary:** In the primary section 61 new titles were added and 11 titles were deleted; 28 new titles were added to the secondary section and 14 titles were deleted. This catalogue now lists 530 titles in the primary section and 267 in the secondary section.
- (b) **Reading for Pleasure—Junior High:** A total of 42 new titles were added and 24 titles were removed. There are now 338 titles listed in this catalogue.
- (c) **Enterprise Activities for Elementary Schools:** There were 43 new titles added to this catalogue and 25 were deleted. This catalogue lists 328 books.
- (d) **Invitation to Read—Senior High School:** Forty new books were added to the list and 23 titles were deleted. This catalogue now lists 255 books.

To acquaint teachers in outlying areas with approved free reading books, displays were shown at teachers' conventions at Medicine Hat and Grande Prairie. Also, another display was featured at the convention in Edmonton attended by teachers employed by the Indian Affairs Branch of the Federal Government.

### Free School Text Branch

Readers were supplied free of charge by the Department of Education in Grades 1 to 6 on a per capita basis. Distribution of these readers was made by the Free School Text Branch under the supervision of the Manager of the School Book Branch.

The appropriation for free readers was increased from \$159,500.00 to \$190,500.00. This made it possible to increase the per capita allotment from \$1.00 to \$1.15. The initial distribution was based on the enrolment as at June 30, 1958. However, those school systems which experienced an increase in enrolment between June, 1958, and September, 1959, were given a further allotment on the basis of this increase at \$1.15 per pupil. The total value of readers distributed under the "additional allotment" provisions was \$12,641.95. Newly organized school districts received a grant equivalent to three times the per capita allotment, or \$3.45 per student. The free reader assistance to these schools amounted to \$2,302.15.

The only new reader added to the list was "Ranches and Rainbows," a Grade 2 Enrichment Reader. The "Old Curriculum Foundation" readers and the Winston "Easy Growth" series are scheduled to be dropped next year.

# Report of the Division of Vocational Education

(R. E. Byron, Director)

In addition to training conducted under the various federal-provincial training agreements described below, the Division was responsible for the administration of three institutions, the Provincial Institute of Technology and Art, (see report of the Principal), the Canadian Vocational Training Trade School in Calgary, and the C.V.T. Commercial School in Edmonton.

## **Proposed Technical Institute, Edmonton**

The need for expanded and decentralized facilities for apprentice training led to a decision to provide such training in Edmonton. However, an ad hoc advisory committee recommended that the functions of the proposed institution be expanded to provide for Northern Alberta, a counterpart of the Institute of Technology and Art in Calgary. This recommendation if implemented would involve provision of the three major divisions, apprentice training, diversified occupational training, and advanced technical training.

The principal of the proposed institution, Mr. J. P. Mitchell, was appointed during the year, and he has made progress in preliminary planning. With the assistance of Mr. D. E. Bridge, Advanced Technical Training Consultant, Department of Labour, Ottawa, a sampling survey of industry in the Edmonton area was conducted, to determine the technical training requirements of the area. Of continuing concern is the co-ordination of vocational education facilities on a provincial basis, with due consideration for population trends, changes in the economy and in manpower requirements, employment trends, and the need for eventual geographical distribution of facilities, and the respective functions of secondary schools, technical institutes, and the proposed Community Colleges.

## **The Training of Unemployed Persons**

During the summer of 1959 it became apparent that the regular program of full time training for unemployed persons, which was limited for the most part to the training of nursing aides and clerical workers, would not adequately serve the needs of the thousands who would be jobless during the winter. It was estimated that in the City of Edmonton alone there would be 15,000 unemployed persons during the months of January, February and March, and it was further estimated that of these, about 5% would be interested in and could profit from vocational training of re-training or upgrading nature. It was accordingly arranged that insofar as possible, all applicants would be provided training of their choice in part-time courses organized in conjunction with the Edmonton Public School Board. Seventeen subjects were offered in part-time classes which operated from 4:30 to 7:30 p.m. five evenings per week. Although the hours were most inconvenient and the period of training short, persistence in classes, interest and substantial achievement, suggested that the training was of positive value and should be made the subject of a study to



determine its contribution to the employability of enrollees. Mr. Malcolm Sargent of the Department of Labour conducted the study to determine individual benefit from training of this type.

### **Federal-Provincial Agreements**

With respect to federal-provincial training agreements, the administration of which is a major responsibility of this Division, the following administrative and operational changes were noted during the year:

#### **A. The Special Vocational Projects Training Agreement**

This agreement between the federal and provincial governments replaced the Vocational Training Agreement, which expired March 31, 1959. The new agreement provides for essentially the same services, but reorganizes the various schedules, and substitutes a schedule for the Vocational Correspondence Courses Agreement. The schedules and the particular functions of each follow:

**Schedule "C"**—Vocational Correspondence Courses. Revision of the four Steam Engineering courses continued at the Institute of Technology and Art. The federal government agrees to reimburse 50% of these costs after the revisions have been published and put into circulation.

**Schedule "G"**—Training for Federal Government Departments. No activity was requested of Alberta in this category, costs of which are fully reimbursed by the federal government.

**Schedule "H"**—Assistance to Students. The federal government agreed to reimburse 50% of provincial expenditures to a maximum of \$10,000, at which level federal participation was fixed in 1954. This now constitutes less than 1% of the cost of provincial government scholarships, grants and prizes awarded under The Students Assistance Act.

**Schedule "K"**—Training of Service Tradesmen. This activity was reduced from four classes of thirty each to four classes of ten each. Costs of this training were fully reimbursed by the Federal Government.

**Schedule "M"**—Training of Unemployed Workers. The normal activity under this schedule consists of training of nursing aides, in schools operated by the Department of Health, and clerical workers in the C.V.T. Commercial School in Edmonton. In the absence of publicly operated schools, trainees were admitted to private schools, i.e., commercial, barbering, and beauty culture schools. For the fourth consecutive year, a pipeline welding school was operated in co-operation with the Pipeline Contractors Association, to provide skilled downhand welders for this important industry.

In the case of pipeline welding, a nominal fee was charged and no living allowances were paid, in other cases tuition and transportation were provided, and living allowances were paid according to need. Candidates were required to apply for Unemployment Insurance benefits if eligible.

**Schedule "R"—Training of Handicapped Persons.** There is some indication that the backlog of more obvious cases requiring vocational preparation has been accommodated. However, it is believed that there are many handicapped persons who could be fitted for gainful employment if their needs were known, and if training facilities and staff were available. Although disabilities from such diseases as poliomyelitis and tuberculosis have been reduced in number, the relative number of persons disabled from industrial and automobile accidents is rising, and the case load may be expected to rise at the rate of the general population increase.

More professional training was conducted this year, and there were further indications that attention must be given to the academic upgrading of handicapped persons, who often perforce must be re-trained for sedentary occupations. The training of retarded and emotionally disturbed categories remained a major deficiency in the program, but it is recognized that training is comparatively ineffective in the face of public apathy to the employment needs of this group.

Provisions for the training of handicapped persons include tuition, transportation both local and to the place of training, living allowances ranging from \$50 to \$140 per month depending upon need, and extended periods of training.

**Schedule "P"—Training in Primary Industries.** Training activity included 33 welding schools conducted under the immediate supervision of the Extension Branch of the Department of Agriculture, and 12 rural electrification clinics at various centres throughout the Province. The Diploma Course in Dairying conducted at the University of Alberta, was also offered in this alternate year.

**Schedule "Q"—Training of Foremen and Supervisors in Industry.** The program consists of ten-hour conferences for the training of foremen and supervisors in job training, job safety, job methods and job relations, and of forty-hour institutes for the training of conference leaders. Training activity this year was at a cyclical low.

## **B. The Apprenticeship Agreement**

By this agreement, the federal government agrees to reimburse 50% of provincial expenditures for the training of registered apprentices. Although The Apprenticeship Act is administered by the Department of Labour, training is provided by the Department of Education at the Institute of Technology and Art, and at the C.V.T. trade centre in Calgary.

## **C. Vocational and Technical Training Agreement No. 1**

This agreement provides federal reimbursement of provincial capital or operating expenditures for vocational education Alberta's capital allotment for the five-year period of the agreement which will end March 31, 1962, had been claimed virtually in its entirety last year; claims this year were for additional equipment, and

for incomplete approved projects. Federal reimbursements for operating expenditures as shown in statistical tables constitute the maximum allotment for Alberta.

## Training Activity

### 1. Special Projects Vocational Training Agreement

(a) Schedule "M" (Unemployed Persons' Training)	
Nursing Aides .....	246
Commercial .....	34
Pipeline Welding .....	15
Welding .....	4
Beauty Culture .....	13
Painting and Decorating .....	1
Nursing Aide (Indian Affairs).....	1
	369

#### Part Time Schedule "M"

Men	Training Hours
Auto Mechanics .....	72 3,378
Basic Electronics .....	27 1,560
Basic English .....	60 3,126
Blueprint reading .....	65 4,438
Business Machines .....	9 417
Carpentry .....	55 3,597
Diesel .....	50 1,554
Drafting .....	37 2,355
Electrical Code .....	31 1,237
Machinist .....	10 507
Plumbing .....	29 1,329
Shop Mathematics .....	11 678
Steamfitting .....	13 777
Typewriting .....	24 924
Welding .....	35 2,391
	528 23,363

Women	Training Hours
Basic English .....	2 165
Business Machines .....	12 840
Drafting .....	1 90
Typewriting .....	22 1,713
	37 2,808

Total Part Time Training Hours 31,176  
Days training (6 hrs. equal 1 day) ..... 5,194

### 2. Apprenticeship Agreement

#### (a) Vocational Training Trade School, Calgary

Bricklaying .....	31
Gasfitting .....	160
Painting .....	61
Plastering .....	32
Plumbing .....	443
Steamfitting .....	89
Welding .....	544
	1,365

#### (b) Schedule "R" (Rehabilitation Training) Classified according to type of training

Commercial .....	45
Agriculture .....	4
Commercial Art .....	3
Appliance Repair .....	3
Teacher Training .....	2
Music Teacher Training .....	2
Barbering .....	2
Beauty Culture .....	2
One each: Watch Repair, Sewing, Shoe Repair, Auto Body, Florist, Drafting, University (Arts and Science), Dictaphone Typist, Field Secretary, Employment Officer, Welding .....	12
Total .....	75

#### (c) Occupational Training

Rural Welding .....	763
Dairying .....	17

#### (d) Armed Forces Training

Wheeled Vehicle Mechanics .....	79
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#### (e) Supervisory Training

#### (f) Student Aid

	No. of Awards	Aver. Grant
University Students .....	76	225
Student Nurses .....	32	95

#### (g) Civilian Teachers

Air Force Reserve .....	5
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#### (b) Institute of Technology and Art, Calgary

Auto Body .....	221
Carpentry .....	247
Cooking .....	25
Electrical .....	523
Heavy Duty Mechanics .....	24
Machinist .....	45
Millwright .....	2
Motor Mechanics .....	852
Radio Technicians .....	11
Sheet Metal .....	203

2,169

## DISBURSEMENTS AND FEDERAL REIMBURSEMENTS

### 1. Special Vocational Training Projects Agreement

	Disbursements	Federal Reimbursements
a. Training of Unemployed Persons .....	\$ 169,061.19	■ 93,014.34
b. Training of Disabled Persons .....	30,549.37	15,748.37
c. Occupational Training .....	22,326.72	11,604.53
d. Armed Forces Training .....	27,957.85	27,957.85
e. Supervisory Training .....	1,695.05	922.97
f. Student Aid—		
University Students .....	883,762.99	8,500.00
Student Nurses .....	8,930.00	1,500.00
g. Civilian Teachers—Air Force Reserve .....	6,136.00	6,136.00
2. Apprenticeship Training Agreement .....	973,632.10	440,778.83
3. Vocational Correspondence Courses .....	3,755.85	
4. Citizenship Instruction Agreement .....	8,579.98	4,239.99
5. Vocational and Technical Training Agreement—		
Capital .....	227,737.48	12,618.27
Operating .....	1,319,457.97	211,031.00
	\$3,688,582.55	■ 839,103.15

**REPORT OF  
PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART  
Calgary**

(E. W. Wood, Principal)

**1. Function and Purpose**

This report covers the period July 1, 1959, to June 30, 1960. The Institute is a function of the Department of Education. Its purpose is to offer courses for adults in the following general areas:

(I) Day Courses:

A. Technical Institute Division:

- (i) Engineering Technician Courses
- (ii) Technician Courses

B. Cultural Division

C. Trade Training Division

D. Industrial Arts for Teachers

(II) Evening Courses

(III) Correspondence Courses

**2. Institute Day Courses**

Complete details regarding course registrations may be found on page 126. Compared with the previous year, first year registrations in full-time courses increased by 11.7%. The enrollment for all years was 10.1% higher than for the previous year. The demand by industry for technicians continued at a high level. In some courses more graduates could have been employed had they been available. The students this year came from the following places: 371 from the cities of Alberta, 812 from the rural districts of Alberta, and 185 from outside the province.

During the year increased emphasis was given to the subject of English, with special emphasis on the areas of composition and technical report writing. There were very few Advisory Committee meetings at which this subject was not discussed. The members of the committees for the various courses requested that the importance of English be stressed and that additional time be devoted to the subject.

**3. Apprentice Training**

There was an increase of 11% over the previous year in the number of apprentices who reported for training. The number in the various trades who received training during the year was as follows: 229 Auto Body, 238 Carpenters, 24 Cooks, 521 Electricians, 27 Heavy Duty Mechanics, 53 Machinists, 3 Millwrights, 874 Motor Mechanics, 46 Radio, 14 Refrigeration, and 228 Sheet Metal.

Radio apprentice training which had lapsed since 1954 was resumed in January, 1960. Two first year classes registered on January 4 and February 29 respectively; a special group registered on April 29.

Previously, Refrigeration apprentices had been integrated with students in the Institute's one-year refrigeration course. In the year under review, however, a special class had to be organized to accommodate the increased number of apprentices. This special class began on February 29 and ran for eight weeks.

Some instructors who were engaged in the trade training program were employed from time to time on Saturdays throughout the year in administering practical tests and written examinations at the Institute under The Tradesmen's Qualification Act.

#### 4. Evening Courses

There was a 6% increase in enrollment over the previous year and, for the first time in the history of the Institute, the average attendance reached 81%. An average attendance of 90% or higher was recorded by 18 classes. This was a remarkable achievement.

Detailed statistics on the operation of each class are shown on page 126 of this report. Some of the major details of the year's operation were as follows, with last year's figures in brackets:

Total enrollment .....	2,300	( 2,171)
Total student hours .....	182,076	(119,371)
Average percentage attendance .....	81%	( 78.7%)
Number of courses given .....	56	( 56)
Number of classes .....	108	( 105)
Instructional staff .....	88	( 95)
Certificates issued .....	789	( 983)
% of eligible who obtained certificates .....	51.5%	( 60.8%)
% of total cost covered by fees .....	101%	( 96.7%)

Of the certificates issued, 23 were of the "Special" category for satisfactory completion of courses equivalent to units in the Day Class programme—11 in Electrical and Radio Theory, and 12 in Laboratory Techniques.

Courses offered but not given due to insufficient demand were Aircraft Maintenance, Architectural Design, Atomic Physics, Automatic Transmissions, Cooking II, Tailoring II, Electrical and Radio Laboratory, General Geology, Oil Chemistry, Photogrammetry, Television Receiver Theory, and Commercial Pastry. Carpentry I, II, and III could not be given because no instructors were available, even though there were enough applicants for two classes.

New courses which were given for the first time included Dressmaking IV, Electrical and Radio Theory, Laboratory Techniques II, Photography, Photo Physics, Technical Report Writing, Structural Theory and Design II, and Television Receiver Laboratory. The courses in Diesel and Radio Code were increased to 100 hours duration to improve the coverage given.

Instructional staff numbered 88, plus 3 storekeepers, for a total of 91. There were 52 from the regular day staff and 39 from outside the Institute.

As usual, students came not only from metropolitan Calgary but from many other Southern Alberta points. These included: Airdrie, Acme, Arrowwood, Carstairs, Carbon, Cochrane, Didsbury, Drumheller, Exshaw, High River, Midnapore, Mossleigh, Okotoks, Cheadle, Langdon, Nanton, Innisfail, Rockyford, Sundre, and Trochu.



July 1st, 1959 to June 30th, 1960

	Lessons Corrected		New Lessons Mailed		Enrollments		Fees		Courses Completed	
	1958 1959	Increase or Decrease	1958 1959	Increase or Decrease	1958 1959	Increase or Decrease	1958 1959	Increase or Decrease	1958 1959	Increase or Decrease
First Class	698	+8	1131	1516	38	-17	\$1900	\$1050	5	-
Second Class	1139	-66	1456	1810	71	-18	\$2840	\$2120	24	+1
Third Class	1689	+682	2405	4418	145	-13	\$3625	\$3300	29	+7
Fourth Class	2024	+200	2483	3992	243	-22	\$3645	\$3315	65	-13
Practical Mathematics	15920	+3398	29190	34494	383	--	\$5745	\$5745	48	-5
OVERALL TOTALS	21470	+4222	36665	45930	880	-70	\$17755	\$15530	171	-10

New Students enrolled 1959-60  
 Students carried over from previous years  
 TOTAL students serviced 1959-60

Steam Engineering  
 427  
 315 (approx.)  
 742 +

Practical Mathematics  
 383  
 160 (approx.)  
 543 = 1285

## 5. Correspondence Courses

Because of the increase in the amount of offset-printing of examination papers and instructional material for all Departments of the Institute, this work is no longer done by the Correspondence Department. It is now handled by the Duplicating Services Department under the supervision of the Director of Instruction.

The Institute's Department of Correspondence Instruction offered courses in Power Plant Engineering and Practical Mathematics. Comparative statistical figures covering the year's operation of the Correspondence Department are given on page 125.

## 6. Enrollment

The enrollment in day, evening and correspondence courses for the past five years is given below:

	1955-56	1956-57	1957-58	1958-59	1959-60
Day: Institute .....	840	855	1006	1245	1363
Apprentice .....	1401	1710	1891	2071	2267
Evening .....	1733	2019	1956	2171	2300
Correspondence .....	838	1044	884	1380	1285
TOTAL .....	4817	5588	5737	6867	7210

The total student hours attendance for day students for the past three years was:

	1957-58	1958-59	1959-60
Institute .....	592,754	721,235	805,815
Apprentices .....	378,830	397,318	457,617
TOTAL .....	971,584	1,118,553	1,263,432

The distribution of the enrollment, by courses, during 1959-60 was as follows:

1959-60 Enrollment	Day Institute	Day Apprentice	Evening	Corres- pondence	Total
Aeronautical Engineering .....	53				53
Agricultural Mechanics .....	61				61
Aircraft Maintenance Technology .....	36				36
Architectural Drafting Technology .....	36				36
Art .....	169		256		425
Art, Saturday Morning .....			268		268
Automotive Service Technology .....	59				59
Auto Body Repair .....		229			229
Blueprint Reading .....			50		50
Car Owner's Course .....			48		48
Carpentry .....		238	41		279
Ceramics .....			40		40
Commercial Radio Operating .....	41				41
Construction Technology .....	55				55
Cooks .....		24	32		56
Crafts, Hand .....			17		17
Diesel Mechanics .....	51				70
Drafting Architectural .....			24		24
Drafting General .....			37		37
Drafting Mechanical .....			27		27
Drafting Structural Steel .....			15		15
Drafting Survey .....			81		81
Drafting Technology .....	57				57
Drapes & Slip Covers .....			30		30
Dressmaking .....	100		425		525
Effective Speaking .....			50		50
Electrical & Radio Theory .....			31		31
Electrical Technology, Industrial .....	51				51
Electrical Theory & Code .....			54		54
Electrical Theory .....			71		71
Electricity .....		521			521
Electronics, Industrial .....			20		20
Estimating .....			40		40
Fashion Accessories .....			16		16
Food Service Training .....	32				32
Geology, Petroleum .....			50		50
Heavy Duty Mechanics .....		27			27
Industrial Arts .....	37				37
Laboratory Techniques .....			25		25
Laboratory Technology, Industrial .....	64				64

Land Surveying Technology .....	60				60
Machinists .....		53			53
Machine Shop .....			30		30
Mathematics for Tradesmen .....			16		16
Mathematics, Calculus .....			16		16
Mathematics, Practical .....				543	543
Mechanical Technology .....	25				25
Millinery .....			46		46
Millwrights .....		3			3
Motor Mechanics .....		874			874
Petroleum Technology .....	22				22
Photography .....			35		35
Photo Physics .....		19			19
Radio .....		46			46
Radio, Basic .....			44		44
Radio Code .....			18		18
Radio & Electronic Technology .....	136				136
Refrigeration .....		14	22		36
Refrigeration & Appliance Servicing .....	16				16
Report Writing .....			17		17
Sheet Metal .....		223			223
Steam Engineering .....			20	742	762
Structural Theory & Design .....			37		37
Television Receivers .....			19		19
Weaving .....			10		10
Welding .....	207		139		346
Wheel Alignment .....			9		9
Woodwork .....			36		36
TOTAL .....	1363	2257	2300	1285	7210

## 7. Staff

A full-time staff of 158 persons and a part-time staff of 42 persons was engaged in carrying on the day and correspondence courses. In addition, a part-time staff of 91 persons was engaged for the evening courses.

Under the provisions of the Apprenticeship Training Agreement the Institute was reimbursed for a portion of the salaries of those instructors who were engaged in the training of apprentices. For the fiscal year 1959-60 this reimbursement amounted to \$188,453.12. Some of these instructors were loaned during the summer months to the Department of Labour where they served as "Fieldmen" supervising "on-the-job" training of apprentices in the various designated trades.

During the summer of 1959 Messrs. M. F. Kelcey and F. C. Cornett-Ching gave and received instruction at Atomic Energy of Canada, Chalk River; Mr. A. R. Robbins instructed at Eldorado Mining and Refining Limited, Eldorado, Saskatchewan; Messrs. W. G. Jones and J. Phillips attended short courses of instruction in Great Britain; Mr. F. C. Jorgenson attended the summer session of the University of British Columbia; and Mr. V. J. Pennells attended the University of California.

In June and July of 1960 Messrs. R. Carstairs, E. W. Forster, J. Harron, and Bryan Smith attended a six-week teacher training course at the University of Toronto sponsored by the Department of Labour, Ottawa, for instructors engaged in the technical training of apprentices. The Institute's own teacher training course was held during September, 1959, for new and junior instructors.

Four members of the Instructional staff, Messrs. A. Allingham, W. Cunningham, W. G. Jones, and C. S. Robertson, successfully completed University of Alberta courses which were offered during the late afternoon, or evening hours, of 1959-60.

Mr. R. H. Cunningham, instructor in the Construction Technology Department, resigned to assume the position of Supervisor

of Industrial Arts. Eight other instructors resigned to take up positions elsewhere: Messrs. A. M. Bowers, J. E. Bulley, D. M. King, J. A. Morrison, J. J. Nayler, V. J. Pennells, D. N. Robinson, and G. L. Ward.

## 8. Student Activities

In the annual report of the Co-Ordinator of Student Activities it was stated that an over-all total of 3,396 students participated in all phases of the extra-curricular program. Allowing for an overlap of 66 2/3% this figure may be reduced to 1,156. On the basis of an enrollment figure of 1,300, it follows that 88% of the students participated in one activity or another. Details of the participation are given hereunder:

Activity	1959-60 Participation	1958-59 Participation
Athletics .....	816	700
Departmental Clubs .....	675	623
Religious Groups .....	52	57
Music and Drama .....	41	42
Publications .....	78	53
Service Clubs .....	0	40
Special Events .....	1570	1548
Other Clubs .....	14	18
Student Government .....	104	50
Special Committees .....	46	20
Totals .....	3396	3256
Net Totals .....	1156	1035
Percent Participation .....	88	90

Athletic activities and the participation figures at the Inter-collegiate, Intramural, and Recreational levels were as follows:

Activity	Participation			Total Partici- pation 1959-60	Total Partici- pation 1958-59
	Inter- collegiate	Intra- mural	Recrea- tional		
Badminton .....	.....	.....	34	34	5
Basketball (Men) .....	10	.....	.....	10	10
Basketball (Women) .....	7	.....	.....	7	9
Bowling .....	.....	.....	201	201	150
Cheerleading .....	5	.....	.....	5	.....
Curling .....	.....	.....	64	64	63
Fastball .....	.....	135	.....	135	171
Field Day .....	.....	.....	.....	.....	72
Hockey .....	16	75	.....	91	96
Judo .....	.....	.....	15	15	12
Riflery .....	.....	.....	85	85	.....
Skiing .....	9	.....	27	36	.....
Table Tennis .....	.....	.....	123	123	96
Volleyball .....	10	.....	.....	10	6
Wrestling .....	.....	.....	.....	.....	5
TOTAL .....	57	210	549	816	700

The specialized areas in the new East Block excepted, facilities capable of meeting the demands of a potentially extensive indoor athletic program are currently inadequate.

As in the past, social and co-curricular activities were centered around the departmental clubs. The on-going programs of these clubs included organized lectures featuring guest speakers from industry, regular business meetings, as well as social events. The Annual Banquet and Dance and other special events sponsored by the Students' Association received the whole-hearted support of the departmental clubs.

In all areas of activity the standard of student leadership was impressive. The twice yearly meetings of the Students' Executive with Staff brought about a better understanding on issues of common concern and were therefore mutually beneficial.

## 9. Publicity

Institute courses were extensively advertised. In addition, Mr. F. C. Jorgenson, Press Relations Officer, effectively directed newspaper, radio, and television publicity for the Institute. Through his untiring efforts weekly news releases were provided for various Alberta city, town, and country newspapers. Special events such as Awards Day, the Annual Banquet, Open House, the Queen Contest, and Closing Exercises were given wide publicity, at no cost, by local radio and TV stations and the press.

Institute representatives spoke at career events in various parts of the Province. Bulletins advertising Institute courses were mailed at regular intervals to all Alberta and British Columbia high schools.

It was estimated that approximately 9,500 persons visited the Institute during the annual Open House held on March 8th to 11th inclusive. 589 high school students from out of the city were among the visitors. 55 Student Counsellors of the Calgary Public and Separate high schools visited the Institute on March 8 and were conducted through the buildings by the Administration and the Department Heads.

## 10. General

In April an oil well was drilled on the campus to a depth of 455 feet. This hole, cased with 4½-inch casing to a depth of 400 feet, will be used as a test hole by students in the two-year Petroleum Technology course. The hole was drilled, cased, and cemented, at no cost to the Institute, by Century Geophysical Corporation of Canada, British American Oil Company Ltd., and Haliburton Oil Well Cementing Company Ltd., respectively. The well was logged by Schlumberger of Canada Ltd. This new course was offered in response to a request from industry. Twenty students registered in the course which promises to be very successful.

Implementation of The Students Assistance Act enabled students to prepare themselves for industrial occupations by providing loans for 92 students. Some of these loans will be converted, in part, to grants.

Mr. M. Cecil Brownlee of Calgary placed \$25,000 in trust thus providing an annual sum of approximately \$1,000 to be used as bursaries of from \$100 to \$300 each to assist students from Alberta farms in the first and second years of the Agricultural Mechanics course.

Imperial Oil Limited offered for the first time a scholarship valued at \$150 for a student in the Petroleum Technology course. Canadian Electronics Limited offered for the first time a scholarship valued at \$250 for a student in the Radio and Electronics Technology course.

For the first time two awards were offered for written technical reports. These were: The Canadian Aeronautical Institute Award, and the Southern Alberta Section of the Institute of Radio Engineers Award.

Awards Day was conducted in the Cafeteria of the East Block on November 4, 1959. Scholarships and prizes totalling \$8,187



were presented to the students by the donors. Mr. E. A. Locke, District Sales Manager, Trans-Canada Air Lines, was the guest speaker.

The annual Closing Exercises were conducted on Thursday, May 5, 1960, in the Cafeteria of the East Block. Dr. G. Preston MacLeod, Minister of Knox United Church, was the guest speaker. The Class Historian was Bob Scarlett, second year Architectural Technology student; Dave Payne, second year Radio and Electronic Technology student was the Valedictorian.

The following Advisory Committees met at the Institute at least once during the year and provided valuable advice and assistance which is hereby gratefully acknowledged: Aeronautics, Architectural, Construction, Drafting, Food Service, Electrical, Industrial Laboratory, Mechanical, Merchandising, and Petroleum.

The 38th Annual Tech Banquet and Dance was, as usual, a great success and was the highlight of the year's social activities. Mr. C. S. Robertson of the Institute staff was the guest speaker. It was conducted in the Institute Cafeteria in the East Block thus enabling more students to attend than has been the case formerly.

Riflery returned to the Tech campus after an absence of five years. The new rifle range in the East Block provided an additional extra-curricular activity for the growing student population. The lack of adequate gymnasium space was a serious handicap throughout the year. As in past years, outside gymnasias had to be rented.

The year marked the termination of the Institute's happy association on the same campus with the Calgary Normal School, 1921-40, and with the University of Alberta, Calgary, 1945-60. The occasion was appropriately marked by a luncheon ceremony of the two administrations at which illustrated scrolls were exchanged.

A valuable model of the Nevis Gas Processing plant was presented to the Institute as a gift from the major oil companies.

Institute graduates of former years continue to be successful in positions of responsibility in industry. Mr. D. C. Jones, a graduate of 1933, was appointed General Manager of the Production Department, Hudson's Bay Oil and Gas Company Limited. Mr. Nelson MacDonald, a 1952 graduate of the Art Department, chief designer for Neon Sales and Service, has twice won the top award for design in international competition. Other notable successes and achievements too numerous to mention have been accorded staff members and former students.

The recurring yearly loss to the Institute of valuable and difficult-to-replace staff members is a matter of serious concern to the administration. It is extremely difficult to promote, advance, and develop courses in an era of rapidly changing and advancing technologies when well qualified staff serve as instructors for two or three years, and then leave to return to industry.

The kindly help and advice of the Deputy Minister of Education, the help and co-operation of officials of the Department and of other Departments of the Government, and the loyalty and support of the Institute staff are hereby gratefully acknowledged.

## REPORT OF THE STUDENTS ASSISTANCE BOARD

(D. R. Cameron, Chairman)

Under the authority of The Students Assistance Act, 1959, the Students Assistance Board was established to administer monies appropriated by the Legislature for the Queen Elizabeth Education Scholarship Fund and the Students Loan Fund. The regulations pursuant to the Act make provision for the awarding of assistance to high school students, university matriculants, university undergraduates and graduates, vocational students at the Provincial Institute of Technology and Art and the Provincial Schools of Agriculture, nurses-in-training, and persons attending the Banff School of Fine Arts.

Awards in the form of loans, grants, bursaries, prizes, scholarships, and fellowships are available to residents of Alberta. In general, one of the conditions of eligibility requires applicant students to pursue programs of further education in approved institutions in Alberta, although assistance may be granted to undergraduate students for college or university courses not offered at the University of Alberta. More complete details respecting the kinds and amounts of the awards and the conditions of eligibility are given in the report of the Students Assistance Board for 1958-59.

### Administration

During 1959-60, the Students Assistance Board was comprised of the following members:

- Mr. D. R. Cameron, Department of Education, Chairman.
- Mr. R. E. Byron, Department of Education, Member.
- Mr. George Samuel, University of Alberta, Member.
- Mr. R. B. Wishart, University of Alberta, Member.
- Mr. C. W. Kellner, Department of Education, Secretary.

To cope with the expansion in the provincial program of student aid, the Board held ten meetings during the past year and additional sessions of the executive of the Board were necessary. Six selection committees, each concerned with a separate schedule of assistance, sent recommendations to the Board on behalf of applicant students. Some of the selection committees were assisted by sub-committees. The University Selection Committee at the University of Alberta, for instance, was aided by screening groups in the various faculties and schools.

### Expenditures

During the period April 1, 1959, to March 31, 1960, the total number of students receiving assistance from the province was 3,587. For the same period the total value of the awards was \$1,228,163.99. The comparable figure for the year immediately previous was \$607,829.00.

The following table gives an analysis for the past fiscal year of the expenditures for the various types and numbers of awards and the numbers of students receiving benefits from the Queen Elizabeth Education Scholarship Fund and the Students Loan Fund.

**THE STUDENTS ASSISTANCE ACT  
(THE QUEEN ELIZABETH EDUCATION SCHOLARSHIP FUND)  
DEPARTMENT OF EDUCATION  
PROVINCE OF ALABAMA**

**SUMMARY OF AWARDS TO STUDENTS DURING THE FISCAL YEAR 1951-52**

	NO. OF STUDENTS		SCHOLARSHIPS & FELLOWSHIPS		GRANTS		LOANS		TUITION GRANTS		BURSARIES	TOTAL <sup>a</sup> OF AWARDS	TOTAL <sup>b</sup>
	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards	No. of Awards		
<b>1. UNIVERSITY STUDENTS:</b>													
Agriculture	45	12	1,770.00	26	4,400.00	32	8,750.00					71	15,120.00
Architecture	42	1	5,150.00		37,771.00	223	50,665.00					64	142,586.00
Business Administration	51	210	2,000.00	208	6,771.00	34	7,507.00					82	16,222.00
Chemistry	37	11	4,550.00	37	6,705.00	139	8,525.00					294	630,953.09
Education	1,097	10	23,650.00	26	28,400.00	249	84,601.00		293,903.09			642	156,651.00
Engineering	19	159	33,650.00	157	42,355.00	249	84,601.00					27	5,583.00
Home Economics	20	14	3,250.00	26	1,050.00	7	1,263.00					53	11,050.00
Law	35	13	3,650.00	23	4,240.00	22	3,690.00					7	1,050.00
Library Science	2			1	300.00							1	1,450.00
Library Laboratory Science	2											2	44,200.00
Medicine	11	33	9,650.00	76	18,085.00	67	16,485.00					176	44,200.00
Nursing	12	13	3,650.00	2	350.00	1	150.00					16	1,120.00
Optometry	43	14	4,550.00	21	4,460.00	22	5,085.00					59	14,045.00
Physical Education	22	1	2,855.00	17	2,855.00	19	3,595.00					37	6,600.00
Physiotherapy	8	6	1,550.00	2	200.00	2	325.00					16	4,256.00
Veterinary Science	9	3	1,050.00	1	200.00	1	2,400.00					2	1,600.00
Graduate Studies	53	23	24,344.90	13	2,485.00	18	5,190.00		7,019.00			82	38,938.90
Sub-Total	2835	603	179,559.90	2033	408,261.00	886	220,926.00	1433	300,942.09			4955	1,109,688.99
<b>2. VOCATIONAL STUDENTS:</b>													
Institute of Technology	91											145	40,550.00
Schools of Agriculture	109											227	3,225.00
Sub-Total												172	43,825.00
<b>3. OTHER STUDENTS:</b>													
Emergency Teacher	100											101	8,930.00
Student Nurses	162											273	21,800.00
High School Students	162											273	21,800.00
High School of Fine Arts	18											291	23,800.00
Bank of Fine Arts	280											392	32,730.00
Sub-Total													
<b>4. SPECIAL TEACHER TRAINING:</b>													
Emergency Teacher	54											54	2,970.00
Summer Session Grant	248											248	24,800.00
School Board Bursaries	63											63	9,150.00
Sub-Total	365											365	37,320.00
<b>5. OTHER:</b>													
Institute of Mathematics													5,000.00
Sub-Total													5,000.00
<b>GRAND TOTAL:</b>	3597	603	\$172,594.73	2436	\$449,961.00	1058	\$264,751.00	1433	\$300,942.09	354	\$32,950.00	5884	\$1,228,161.99

<sup>a</sup> Total No. of Awards indicates the actual number of awards paid. Many students receive more than one type of award, i.e., grant and loan, or grant, tuition grant, and loan, etc.

<sup>b</sup> The total number of awards paid. Many students receive more than one type of award, i.e., grant and loan, or grant, tuition grant, and loan, etc.

<sup>c</sup> The payments to School Boards represent the balance payable with respect to joint bursaries awarded during the previous year.

It should be noted that the non-repayable awards amounted to \$963,413.00. Considering that certain vocational students who borrowed money will receive partial remission of their loans, as recognition of better than average scholastic standing, it is a fair estimate that, in end result, awards from the scholarship fund will total approximately \$1,000,000.00 and from the loan fund some \$228,000.00.

### Publicity

The office of the Students Assistance Board prepared and distributed more than 30,000 pieces of explanatory literature to teachers, school officials, high school students and community agencies. Included in the distribution were a manual of information, regulations, a descriptive brochure in color, and various leaflets. The University of Alberta gave prominence to the Queen Elizabeth Education Scholarship Fund in calendars and related publications. The Guidance Branch of the Department of Education ensured that every Grade IX graduate received an outline of the available benefits.

Reports concerning awards to scholarship recipients were released periodically to the press. The Government publication, "Within Our Borders," featured the Students Assistance program in two separate issues. Talks on student aid were given to high school and university students, and a number of other agencies and organizations.

### Amendments

During the school year 1959-60, several amendments to The Students Assistance Act and the regulations thereunder were authorized. The following changes will be of significance to the operation of the provincial student-aid program during 1960-61:

1. The Act was amended to permit the granting of assistance to students registered in approved courses at public or private colleges affiliated with the University of Alberta.
2. The regulations were modified in these respects:
  - (a) Automatic grants to teachers-in-training were discontinued, but the provisions for payment of fees for students in Education were retained. This means that, except for subsidization in the form of payment of tuition fees, students in Education during the winter session have the same privileges as other university students in making application for assistance. Eligibility for awards will be based on considerations of financial need and academic standing.
  - (b) The restriction of a limited number of tuition grants to university graduates entering the one-year teacher education program was removed. Further, it was provided that the maximum amount of a loan to such students may be \$800.00.

### General

The augmented program of students assistance instituted in 1959-60 had a successful year. Comparatively speaking, it ranks as one of the most comprehensive student-aid plans in Canada. In conjunction with increasing numbers of excellent scholarships and awards offered by private donors, commercial organizations and community agencies, the provincial program goes far toward ensuring that no deserving student is denied further education for lack of funds.

**THE EDUCATION OF SERVICE MEN'S CHILDREN ACT**

(C. W. Kellner, Secretary)

During the school year 1959-1960, an average of 219 students in 187 families received monthly allowances under the provisions of The Education of Service Men's Children Act. The actual number of students receiving assistance varied from 211 in September, 1959, to 226 in June, 1960. The total expenditure for allowances during this period amounted to \$33,350.

The number of students enrolled at the end of the school year was as follows:

Grade IX.....	52 students
Grade X.....	67 students
Grade XI.....	53 students
Grade XII.....	54 students

Of the 52 students who wrote their Grade IX examinations, 44 were successful in obtaining a pass standing. Results obtained by students enrolled in the other high school years were on the whole quite satisfactory.

A small number of students were assisted in attending the Institute of Technology and Art, and the provincial Schools of Agriculture.



# Report of the Division of School Administration

(J. W. Chalmers, Director)

This report covers the year ending June 30, 1960, with the exception of financial tabulations, which cover the calendar year 1959.

## Personnel

There were no changes in the officers of the Division during the past year, personnel remaining as indicated in the 1959 Annual Report.

## Changes in School District Organization

### New Districts

Twenty-four public school districts were established or re-established during 1959-1960, the largest number for a comparable period of time in several years. Three were to provide for industrial development, thirteen for the expansion of agricultural areas, and eight to provide educational facilities primarily to non-treaty Indian and Metis children. The establishment of these eight districts, together with four others established during the two previous years, virtually brings to a close a program to establish districts and schools, to which they would have a right to attend, for as many Metis children as possible. An estimated 650 children who formerly attended Indian or mission schools, or none at all, have now been brought into the public school system.

Five Roman Catholic separate school districts were also established, and one consolidated school district, made up of three previously existing rural districts.

### Inclusions and Transfers

Hardisty School District No. 1659 entered Killam School Division No. 22 by an inclusion agreement, and fourteen rural districts were included in six school divisions by ministerial order. One rural district was transferred from a division to a consolidated school district, and eleven were transferred from one division to another. This figure includes the seven that constituted the Coal Branch School Division, which was dissolved and its districts transferred to Edson School Division No. 12.

## Short Course in School Administration

Officers of the Division assisted in the planning of the Annual Short Course in School Administration. The Minister and three members of the Division participated in the program, which was held in Banff in June.

Attendance at this course showed a marked increase, to approximately 185, over any previous year. Most of the increase consisted of school trustees, although the usual large number of school secretaries was in attendance as well as some superintendents and representatives of the Faculty of Education of the University of Alberta.

### School Surveys

The 1959-1960 school year was marked by a definite decrease in requests for school surveys, down to ten from the sixteen of the previous year. Of these, four were from districts, and three of the remaining six were for only limited areas in school divisions. Typical problems attacked by the survey teams, on most of which this Division was represented, included provision of high school services, centralization of school facilities, location of school buildings, utilization of such buildings, possible inclusion in school divisions, and organization of instructional and administrative staffs.

### Capital Financing

The problems of financing new school buildings have been greatly simplified since the Municipal Financing Corporation has purchased practically all school debentures. At the same time, as the following table will indicate, the outstanding school debenture debt in Alberta has been doubling or tripling every five years, and has multiplied some twenty times in the past fifteen.

OUTSTANDING SCHOOL DEBENTURE DEBT IN ALBERTA

	Divisions, Counties and Non-Urban Districts	Urban and Suburban Districts	Totals
1945 .....	1,904,371	3,803,953	5,708,324
1950 .....	6,634,408	13,505,175	20,139,583
1955 .....	20,454,164	37,162,345	57,616,509
1960 .....	46,645,299	74,900,412	121,545,711

There is reason to believe, as indicated in the section below on school buildings, that the debenture debt of school systems outside the cities and suburban districts will not increase rapidly in the future, but the small number of debentures which will mature in the next ten years or so will provide little budgetary relief to financially hard-pressed school boards and committees. And as the metropolitan areas continue to show vigorous population growth, the debenture debt in urban and suburban districts may be expected to increase substantially during the next decade.

### School Building

The interval since the end of World War II has been one of phenomenal growth in school buildings in Alberta in both urban and non-urban areas. During this period, new classrooms have been erected and hundreds of gymnasiums, industrial arts shops, home economics centres, and other special facilities, for a school population expanding more rapidly than at any time in Alberta's history. For instance, during the period 1955-60, 455 gymnasiums were either built or under construction.

During the same post-war period, 1945-1960, centralization of schools has proceeded to such an extent that whereas in 1945 there were approximately 2,000 one-room schools in operation, by 1960 this figure had fallen to just over 200. Thus, in addition to providing classrooms for all their new pupils, non-urban systems have also had to re-house, educationally speaking, students from some 1,800 closed one-room schools. The table below indicates the numbers of general classrooms which have been erected from

1950 to 1960 in school divisions and counties, and in districts which have during that period been included in divisions or counties.

Year	New Classrooms Constructed	Classrooms In Operation
1949-50 .....	194	3910
1950 .....	297	
1951 .....	197	
1952 .....	275	
1953 .....	204	
1954 .....	252	
1955 .....	331	
1956 .....	333	
1957 .....	510	
1958 .....	550	
1959 .....	406	
1960 (under construction) .....	371	4800 (Est.)
Total .....	3950	

In effect, the divisions and counties have provided 890 classrooms for new students and replaced 3,060 of the 3,910, or between 75 and 80% of those in existence in 1950. It may be anticipated, therefore, since Alberta's non-urban population is now relatively static, that the demand for new classrooms will decline in the future, although many school boards and committees will still find it necessary to build other teaching accommodation for special subjects, such as physical education, industrial arts, and home economics, and probably non-school buildings such as offices and teacherages.

### Routine School Business Activities

During the year, officers of the Division continued many regular functions such as checking financial statements and budgets of school districts and divisions, attending meetings for discussion of formation of counties, negotiation of tuition agreements, and other purposes, attending hearings of the Public Utilities Board respecting appeals by municipalities against school board levies, participating in Alberta School Trustees' Association zone and provincial conventions, and numerous special assignments.

### Special Projects

During the 1959-60 school year, work continued on the Teacher Housing Study begun in the previous year in co-operation with the Alberta Teachers' Association. A complete report on this study is scheduled for publication in the fall of 1960.

In co-operation with the Department of Public Works, a start has been made on the development of plans and specifications for a series of permanent-type, portable, modern teacherages suitable for construction by prefabricated or conventional methods and low in maintenance costs. Upon completion, these plans and specifications will be available to school boards faced with the necessity of building residences for teachers.

Staff of the Buildings Branch participated with the technical staffs of the Calgary Public and Separate School Districts in surveys of the older school buildings in these districts in order to assist their respective boards in planning renovation and replacement programs.

School buildings inspectors conducted maintenance surveys of all school buildings in one county and one school division, each of which has substantially completed a post-war building program that has replaced all pre-war classrooms. This project was in the nature of an experiment to determine whether new buildings are being adequately maintained and whether the School Buildings Branch can perform a maintenance inspection service, useful to school boards.

The Divisions of Instruction and of School Administration, together with the federal Indian Affairs Branch, have begun a study of the school status of children of Indian descent. Two progress reports have been published.

Considerable attention was devoted to development of a model tuition agreement for use of school boards educating treaty Indian children, who are the responsibility of the Federal Department of Citizenship and Immigration. A similar agreement has been prepared for boards of school districts whose pupils are being educated in federal schools.

### **Special Appointments**

In addition to their normal duties in the Division, several members of the staff had held other official appointments, as follows:

**1. Director (J. W. Chalmers)**

Chairman: School Buildings Assistance Board.

Board of The Education of Service Men's Children Act.

Member: Provincial Planning Advisory Board.

General Curriculum Committee.

Official Trustee: Oil Hills School District No. 5109

(to November 16, 1959).

**2. Assistant Director (A. B. Wetter)**

Member: School Secretaries Superannuation Board.

Edmonton District Planning Commission.

Board of Administrators, New Town of Lodgepole.

Official Trustee: Janvier School District No. 5114.

Steen River School District No. 5125.

**3. Senior Administrative Officer (U. R. Shogren)**

Secretary: School Buildings Assistance Board.

Member: Board of Administrators of New Town of St. Albert.

**4. Junior Administrative Officer (R. B. Budge)**

Official Trustee: Desmarais School District No. 5112.

Wabasca School District No. 5113.

### **REPORT OF THE SCHOOL BUILDINGS ASSISTANCE BOARD**

(U. R. Shogren, Secretary)

During the calendar year, 1959, the School Buildings Assistance Board held twelve regular and two special meetings. The regular meetings were held in the morning of the second

Wednesday of each month unless prior commitments on the part of certain members dictated otherwise. Periods of heavy business volume necessitated two special meetings.

The personnel remained unchanged from that in effect at the close of the previous reporting period. At the end of December, 1959, the membership was as follows:

- J. W. Chalmers, Department of Education, Chairman.
- J. F. Hunt, Department of Public Works, Vice-Chairman.
- F. G. Stewart, Treasury Department, Member.
- J. M. Currie, Treasury Department, alternate for Mr. Stewart.
- U. R. Shogren, Department of Education, Secretary and alternate for Dr. Chalmers.

The board continued the responsibility it assumed the previous year which was to determine the need for any and all proposed facilities which might be eligible for capital assistance. In this connection, either the chairman or the secretary served as a member of nearly every team which conducted an educational survey in an area where new school construction might be involved.

Prior to the year end the board submitted, for consideration by the Government, a proposed major amendment to The School Buildings Assistance Act in addition to suggested minor revisions to the regulations. The year 1960 will probably see the adoption of at least some of these proposed changes.

Capital assistance in a total amount of \$14,218,964 was approved during the calendar year, 1959. From 1950, when it was first established, until December 31, 1959, the board has approved assistance for school buildings to a total of \$70,521,613.

#### SCHOOL BUILDINGS COMPLETED DURING 1959

		M—Masonry F—Frame S—Stucco		B—Brick V—Veneer	
School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
Non-Divisional School Districts					
Bowness No. 4590 Central High School	12	27.284	M	Science, library, home economics, shop, gymnasium	\$555,000.00
Bow River No. 1059 Albert Park Elem.	8	13.5	M	Audio visual aids, gymnasium	207,110.00
Valleyview Elem.	16	22.95	M	Audio visual aids, gymnasium	367,773.00
Mountain View Elem. & Jr. H.S.	16	22.70	M	Science, audio visual aids, gymnasium	389,406.00
Coaldale R.C.S. No. 73 St. Joseph's	6	12	M	Science, audio visual aids, gymnasium	140,738.00
Cochrane No. 142	2	2	M	Addition	32,884.00
Breynat R.C.S. No. 53	2	3	FS	Science, typing	45,000.00
Drumheller R.C.S. No. 25	11	20.97	M	Science, typing, audio visual aids, home economics, gymnasium	242,449.00



School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
Fishing Lake No. 4850	2	Nil	F	Metis Colony School	16,673.00
Forestburg Cons. No. 45	4	10	M	Home economics, shop, science, typing	148,797.00
Galahad Cons. No. 62	6	19.217	M	Science, typing, home economics, shop, gym.	245,342.00
Glen Avon P.S. No. 5	8	8	M	Addition	98,196.00
High River No. 144	6	14.53	M	Addition, gymnasium	192,225.00
Kikeno No. 4866					
East School	1	Nil	F	Metis Colony School	9,737.00
West School	1	Nil	F	Metis Colony School	9,638.00
Lethbridge No. 51					
Hamilton Jr. H.S.	7	23.13	M	Addition, gymnasium, shops (3) home economics (3)	421,130.00
Lethbridge R.C.S. No. 9					
St. Patrick's Elem. & Jr. H.S.	7	15	M	Science, arts & crafts, audio visual aids, library, gymnasium	199,222.00
St. Paul's Elem.	7	7	M	Addition	102,780.00
Lloydminster No. 1753					
Junior H.S.	15	26.17	M	Home economics, shop, science, library, gym.	421,270.00
Lodgepole No. 5073					
Elem. & Jr. H.S.	2	6	FS	Addition, gymnasium (Amalgamation four one-room schools)	120,192.00
Elem & Jr. H.S.	2	2.53	FS	Addition, typing	32,473.00
Loon Lake No. 5099	1	—	F		7,468.00
Lubicon Lake No. 5094	1	1	F	Addition	6,918.00
Medicine Hat No. 76					
Crescent Heights Elem. & Jr. H.S.	8	20.7	M	Addition, science, home economics, shop, audio visual aids, gym	400,917.00
Herald Elem.	6	7.95	M	Gymnasium	126,004.00
Pelican Mountain No. 5083	1	—	F		5,500.00
Pontmain R.C.S. No. 20	4	7.45	M	Gymnasium, typing	89,651.00
Redcliff No. 2233					
Parkside J.H.	11	17.76	M	Gymnasium, science	282,510.00
Red Deer No. 104					
North Hill Elem.	4	6.56	M	Gymnasium, library	107,122.00
West Park Elem.	6	6.59	M	Addition, library	91,757.00
St. Albert P.S. No. 1					
Sir Alexander Mackenzie	13	23.05	M	Gymnasium, shop, home ec., science, typing	365,726.00
St. Albert No. 3					
Vital Grandin	24	41.34	M	Gymnasium, shop, home economics, science	537,672.00
St. Paul No. 2223	17	33.97	M	Gymnasium, shop, home ec., typing, science	665,732.00
Taber R.C.S. No. 54	2	2	M	Addition	19,236.00
Thibault R.C.P. No. 35	8	21.93	M	Gymnasium, shop, home ec., science, typing	311,930.00
Turner Valley No. 4039					
Longview Elem. & H.S.	7	15.33	M	Gymnasium, science, typing, library, audio visual aids	222,940.00
Turner Valley Elem. & H.S.	8	10.5	M	Science, audio visual aids	181,075.00
West Jasper Place					
No. 4679 Lynnwood Elem. & J.H.	17	31.35	M	Gymnasium, science, typing, home economics, shop, audio visual aids, library	436,123.00
Youngstown Elem. & J.H.	16	25.1	M	Science, typing, audio visual aids, gymnasium	376,324.00
Calgary No. 19					
Capitol Hill	30	70.133	M	Composite High School	1,975,542.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
<b>Calgary No. 19</b>					
Collingwood Elem. ....	9	14	FBV	Audio visual aids, gym. ....	266,610.00
Glamorgan Elem. ....	6	■	FS	Addition .....	76,485.00
Glenale Elem. ....	4	4	FS	Addition .....	53,192.00
Glenmeadow Elem. ....	9	14	FS-BV	Audio visual aids, gym. ....	259,143.00
Haysboro Elem. ....	9	14	FS-BV	Audio visual aids, gym. ....	269,743.00
Sherwood Jr. H.S. ....	10	20.2	M	Addition, home ec., music, art, library, shop, gym. ....	310,675.00
Vincent Massey J.H. ...	5	5.94	M	Addition, study room .....	50,099.00
Western Canada H.S. ...	8	16	M	Addition, art, craft, music, library .....	529,964.00
Wildwood Elem. ....	4	4	M	Addition .....	74,214.00
<b>Edmonton No. 7</b>					
Crestwood Elem. & J.H. ....	■	14.31	F&M	Addition, science, gym. ....	179,920.00
Gold Bar Elem. ....	14	19	M	Gymnasium .....	342,360.00
Kensington Elem. ....	14	19	M	Gymnasium .....	324,334.00
Killarney J.H. ....	12	23.31	M	Social study (2), art (2), science, library, gym. ....	656,078.00
King Edward J.H. ...	9	22.32	M	Gymnasium, shop, home ec., science (2) .....	517,743.00
Laurier Heights Elem. ...	4	4	M	Addition .....	46,525.00
Mill Creek Elem. ....	8	9.63	M	Addition, gymnasium .....	182,323.00
McArthur Elem. ....	14	19	M	Gymnasium .....	330,146.00
McQueen Elem. ....	2	2	F	Addition .....	27,143.00
Portable Schools .....	20	20	F	Portable one-room schools	123,212.00
Ross Sheppard Comp. H.S. ....	10	16.4	M	Addition, science (2), typing, social study (2) .....	377,493.00
<b>Calgary R.C.S. No. 1</b>					
St. Anne's Elem. ....	4	4	M	Addition .....	86,537.00
St. Augustine Elem. & J.H. ....	6	12.42	M	Social study, science, gymnasium .....	280,950.00
St. Augustine Elem. & J.H. ....	2	■	M	Addition, home ec., shop	86,843.00
St. Thomas Aquinas Elem. ....	4	4	M		113,374.00
St. Gerard Elem. ....	4	4	M		105,949.00
St. Margaret Elem. ....	7	14.44	M	Science, library, audio visual aids, gymnasium .....	238,609.00
St. Mary's Girls H.S. ...	7	22.67	M	Addition, gym., home ec., physics, library .....	687,590.00
<b>Edmonton R.C.S. No. 7</b>					
St. Agnes Elem. & J.H. ....	7	8.56	FBV	Addition, science .....	152,455.00
St. Angela's Elem. & J.H. ....	9	19	M	Gym., typing, music, arts and crafts .....	325,612.00
St. Anthony's Elem. ....	—	4.66	M	Addition, audio visual aids, library, gymnasium .....	92,140.00
St. Catherine's .....	1	1	F	Portable School .....	7,000.00
St. Dunston's .....	1	1	F	Portable School .....	7,000.00
St. Gerard's Elem & J.H. ....	5	14.26	M	Addition, science, gym. ....	305,710.00
St. James Elem. & J.H. ....	4	4	FBV	Addition .....	78,839.00
St. Joseph's S.H. ....	—	6.5	M	Addition, unit shop, arts and crafts .....	85,114.00
St. Mark's Elem. ....	8	16.24	M	Addition, gymnasium .....	191,294.00
St. Mary's H.S. ....	8	8	M	Addition .....	188,813.00
St. Paul's Elem. & J.H. ....	7	16.18	M	Addition, gym., science, typing .....	291,769.00
St. Vital's Elem. & J.H. ....	6	6	M	Addition .....	110,994.00

## SCHOOL DIVISIONS

Berry Creek No. 1 Pollockville .....	1	1	F		10,000.00
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School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
Bonnyville No. 46					
Duclos P.S. No. 2	—	5	M	Addition, gym., audio visual aids	71,697.00
Grand Centre	4	4	FS	Addition	50,601.00
Iron River	—	6.2	M	Addition, gym., audio visual aids	72,914.00
Calgary No. 41					
Airdrie	4	4	FS	Addition	67,702.00
Castor No. 27					
Castor	6	19.5	M	Gymnasium, shop, home economics, science	272,133.00
Halkirk	1	8.5	M	Addition, gymnasium, science, typing	147,130.00
Clover Bar No. 13					
Baker (Ardrossan)	17	41	M	Gymnasium, shop, science (2), typing (2)	648,977.00
Salisbury (Campbelltown)	18	29.52	M	Gymnasium, social study, music, library-study	487,146.00
Salisbury (H.S.)	—	5.09	FS	Addition, unit shop	76,527.00
Drumheller No. 30					
Delia	4	4	M		63,324.00
East Smoky No. 54					
Valleyview	4	4	FS		97,054.00
Edson No. 12					
Brule	1	1	F		5,926.00
Edson					
Evergreen Elem.	12	15.92	M	Gymnasium, audio visual aids	241,710.00
Hinton					
Hardisty Jr. H.S.	8	16.55	M	Addition, science, typing, library, home economics, audio visual aids, shop	260,220.00
Windfall	1	1	FS		17,815.00
Fairview No. 50					
Fairview Elem.	8	8	FS	Addition	99,560.00
Hines Creek	2	2	FS	Addition	17,433.00
Foothills No. 38					
Blackie	8	20.3	M	Addition, science, home economics, shop, audio visual aids, gym.	298,256.00
Fort Vermilion No. 52					
Keg River	1	1	F		9,920.00
High Prairie No. 48					
Faust	—	—	FS	Addition, audio visual aids, gymnasium	70,310.00
Jean Cote	—	4	FS	Addition, audio visual aids, gymnasium	66,243.00
Kinuso	2	7	FS	Addition, gymnasium	105,435.00
Langlois	2	6	FS	Addition, gymnasium	111,675.00
Prairie River (High Prairie)	—	10	FS	Addition, gymnasium	82,005.00
Slave Lake	—	5	FS	Addition, audio visual aids, gymnasium	127,152.00
Killam No. 22					
Merna	—	—	F	Addition, gymnasium	28,780.00
Sedgewick	4	5	FS	Addition, library	84,802.00
Strome	—	2	FS	Addition	25,865.00
Lacombe No. 56					
Eckville	4	11	M	Addition, audio visual aids, gymnasium	180,423.00
Lacombe (J. S. McCormick Elem.)	6	6	M	Addition	149,590.00
Lac Ste. Anne No. 11					
Beaupre (Onoway)	4	5.96	M	Science, typing	93,110.00
Rich Valley	2	2	M	Addition	30,167.00
Sangudo	—	—	M		84,924.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
Lamont No. 13					
St. Michael .....	—	0.7	FS	Addition, gym., stage .....	18,763.00
Leduc No. 49					
Beaumont .....	2	7	FS	Addition, audio visual aids, gymnasium .....	86,670.00
Buck Creek .....	2	2	F		45,995.00
Calmar .....	1	4.08	FS	Addition, commercial home economics .....	67,204.00
Lethbridge No. 7					
Barrhill .....	—	4.28	M	Addition, typing, gym. ....	77,898.00
Huntsville .....	4	7.68	M	Addition, gymnasium .....	143,272.00
Medicine Hat No. 4					
Irvine .....	2	11.71	M&FS	Addition, gym., home ec., science, typing .....	168,087.00
New Hilda .....	1	6.28	M	Gymnasium, science .....	101,534.00
Neutral Hills No. 16					
Consort .....	6	10.26	M	Addition, gym., typing .....	169,683.00
Hemaruka .....	1	2	F	Addition .....	23,770.00
Monitor .....	1	1	F		19,295.00
Olds No. 31					
Carstairs .....	8	10.5	M	Addition, shop .....	156,085.00
Cremona .....	4	4	M	Addition .....	52,676.00
Didsbury .....	4	4	M	Addition .....	69,732.00
Olds					
High School .....	3	4.41	M	Addition, library .....	60,303.00
Elementary .....	12	19	M	Audio visual aids, gym. ....	323,233.00
Sundre .....	12	27.18	M	Science, typing, home ec., audio visual aids, library, shop, gymnasium .....	418,208.00
Pincher Creek No. 29					
Lundbreck .....	6	17.5	M	Addition, science, com- mercial, audio visual aids, music, library, gym. ....	229,041.00
Pincher Creek Elementary School ..	4	4	M	Addition .....	39,658.00
Spirit River No. 47					
Blueberry Creek .....	2	2	FS	Addition .....	44,622.00
Eaglesham .....	2	9	FS	Addition, audio visual aids, gymnasium .....	86,915.00
Tangent .....	2	2	FS	Addition .....	21,593.00
St. Mary's River No. 2					
Glenwood .....	1	1	M	Addition, gymnasium .....	99,520.00
St. Paul No. 45					
Lindbergh .....	1	1	F		10,885.00
Stony Plain No. 23					
Drayton Valley .....	4	4.39	FS	Addition, typing .....	43,940.00
Entwistle .....	—	4	FS	Addition, audio visual aids, gymnasium .....	50,830.00
Keephills .....	—	4	FS	Addition, audio visual aids, gymnasium .....	44,685.00
Stony Plain Elementary .....	12	16	FS	Gymnasium .....	168,284.00
Tomahawk .....	2	6.58	FS	Addition, gymnasium .....	78,622.00
Winterburn .....	4	4.59	FS	Addition, library .....	59,324.00
Sturgeon No. 24					
Legal .....	3	14.5	FS	Addition, science, typing gymnasium .....	201,327.00
Sullivan Lake No. 9					
Spondin .....	4	7.76	M	Addition, audio visual aids, gymnasium .....	110,051.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Cost (Not Including Site or Furniture)
<b>Three Hills No. 60</b>					
Trochu Valley .....	4	10	M	Addition, gymnasium .....	131,791.00
Wimborne .....	2	2	FS	Addition, gymnasium .....	32,103.00
Carbon .....	2	2	FS	Addition .....	27,400.00
Huxley .....	4	4	M	Addition, audio visual aids, gymnasium .....	54,770.00
Three Hills .....	5	7.27	M	Science, commercial, library .....	133,711.00
Torrington .....	5	5	M	Addition, audio visual aids, gymnasium .....	94,547.00
<b>Vegreville No. 19</b>					
Vegreville High School .....	2	2	FS	Addition, typing, bookkeeping .....	23,822.00
<b>Westlock No. 37</b>					
Dapp .....	1	3.99	FS	Addition, gymnasium .....	45,250.00
Flatbush .....	2	3.16	FS	Science .....	52,664.00
<b>Wheatland No. 40</b>					
Rockyford .....	1	1.72	M	Addition, science .....	47,460.00
Standard .....	7	15.7	M	Addition, science, library, shop, gym. extension .....	235,660.00
Strathmore .....	8	8.57	M	Addition, audio visual aids .....	142,513.00
<b>Red Deer No. 35</b>					
Delburne .....	9	16	M	Addition, gymnasium .....	225,776.00
Innisfail .....	16	31.67	M	Gymnasium, shop, home economics, science .....	503,560.00
Spruce View .....	11	19	M	Gymnasium, science, typing .....	337,139.00
Sylvan Lake .....	12	19	M	Audio visual aids, gym. — .....	296,372.00
<b>Lac La Biche No. 51</b>					
Lac La Biche .....	5	12.93	FS	Addition, gym., typing .....	126,871.00
Owl River .....	2	2	FS	Addition .....	22,052.00
Philomena .....	1	1	F	.....	7,476.00
<b>COUNTIES</b>					
<b>Barrhead No. 11</b>					
Barrhead Jr. H.S. — .....	19	19.24	M	Gym., science (2), typing — .....	254,375.00
<b>Beaver No 9</b>					
Tofield (Central) .....	9	10	M	Addition, audio visual aids .....	120,292.00
<b>Forty Mile No. 8</b>					
E'zikom .....	3	5.49	M	Gymnasium .....	85,720.00
Manyberries .....	4	9	M	Addition, audio visual aids, gymnasium .....	112,973.00
<b>Grande Prairie No. 1</b>					
Sexsmith .....	3	10	FS&M	Addition, audio visual aids, gymnasium .....	123,862.00
<b>Newell No. 4</b>					
Duchess .....	4	10.73	FS	Addition, science, gym. — .....	147,590.00
Rosemary .....	7	24.25	M	Gym., shop, home economics, typing, music, science .....	232,596.00
Tilley .....	4	10.62	M	Addition, audio visual aids, typing, science, gym. — .....	137,932.00
<b>Stettler No. 6</b>					
Big Valley .....	4	4	M	.....	73,012.00
Stettler (Waverly) — .....	2	5.4	FS	Addition, science, typing, shop .....	78,308.00
<b>Thorhild No. 7</b>					
Thorhild .....	5	16.44	FS	Gymnasium, science, typing .....	233,216.00
<b>Vulcan No. 2</b>					
Arrowwood .....	1	6.85	M	Addition, home ec., audio visual aids, gym. — .....	121,570.00
Champion .....	4	7.19	M	Addition, science, library, audio visual aids, gym. — .....	80,869.00
Milo .....	3	4	M	Addition, audio visual aids, typing .....	36,492.00
Vulcan (Elem.) .....	11	11.22	M	Addition, audio visual aids, gymnasium .....	149,943.00
<b>Wetaskiwin No. 10</b>					
Alder Flats .....	2	2.58	FS	Addition, typing .....	42,672.00
Falun .....	2	2	FS	Addition .....	20,376.00
Millet .....	4	4	FS	Addition, audio visual aids, library .....	55,784.00
Minnehik .....	2	2.53	FS	Addition, typing .....	37,202.00
No. of General Rooms Completed .....					1,000
Total Rooms for Grant Purposes .....					1,393.233
Total Cost .....					\$31,057,252.00



SCHOOL BUILDINGS UNDER CONSTRUCTION  
JANUARY 1, 1960 to SEPTEMBER 30, 1960

School Division, District or County	F—Frame S—Stucco M—Masonry			No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
	No. of General Class- rooms						
NON-DIVISIONAL SCHOOL DISTRICTS							
Assumption R.C.S.							
No. 50	1	5.6	F		Library, audio visual aids, gymnasium	57,410.00	
Barons Cons. No. 8	—	5	M		Addition, audio visual aids, gymnasium	95,562.00	
Beverly No. 2292							
Beacon Heights Elem.	5	11	M		Addition, gymnasium	149,350.00	
Abbot Elem.	10	10	M			157,297.00	
Lawton Jr. H.S.	8	9	M		Addition, library	137,178.00	
Beverly R.C.S. No 52							
St. Nicholas	12	30.02	M		Science, library, home ec., shop, music, typing, audio visual aids, gym.	362,796.00	
Bow Island R.C.S.							
No. 82	4	9	M		Science, typing, gym.	110,134.00	
Bow River No. 1059							
Patrick Airlie Elem.	4	4	M		Addition	81,892.00	
High School	14	47.13	M		Social studies (2), library, labs (2), audio visual aids, commercial, home ec., (2), shop (3), gym.	1,058,368.00	
Bow River R.C.S. No. 55							
Holy Cross	12	29.7	M		Typing, science, home ec., shop, library, music, audio visual aids, gym.	369,238.00	
Calgary No. 19							
Bankview Elem.	9	14	FS		Audio visual aids, gym.	238,626.00	
Belfast Elem.	9	14	F&M		Audio visual aids, gym.	235,000.00	
Bridgeland Elem.	1	4.89	M		Addition, library, gym.	89,953.00	
Chief Crowfoot Elem.	4	4	FBV		Addition	85,000.00	
Chinook Elem.	9	14	F&M		Audio visual aids, gym.	235,000.00	
Chinook Park Sr. H.S.	16	82.82	M		Senior High School	2,530,000.00	
Col. Irvine Elem. & Jr. H.S.	8	■	M		Addition	170,647.00	
Crescent Heights H.S.	—	3	M		Addition, science (2)	66,934.00	
Dr. Oakley Jr. H.S.	4	4	M		Addition	25,000.00	
Fairview Elem. & Jr. H.S.	22	42.73	M		Art, music, home ec., library, shop, gymnasium, science (4)	775,000.00	
Glenbrook Elem.	9	14	FBV		Audio visual aids, gym.	285,000.00	
Haysboro Jr. H.S.	16	31.9	M		Music, art, library, home economics, shop, gym.	633,484.00	
King George Jr. H.S.	5	22.39	M		Shop (2), library, art, music, gymnasium	433,959.00	
Merrill Park Jr. H.S.	16	35.7	M		Library, home ec., art, music, audio visual aids, shop, gymnasium	723,495.00	
Milton Williams							
Jr. H.S.	10	26.83	M		Home economics, art, music, library, shop, gym., science (2)	602,800.00	
Morley Trail Elem.	15	21	FBV		Audio visual aids, gym.	353,000.00	
North Haysboro Elem.	6	6	FS		Addition	77,893.00	
Parkdale Jr. H.S.	8	21.54	M		Addition, science (2), shop, home ec., library, gym.	398,996.00	
Richmond Road							
Jr. H.S.	14	42.762	M		Shop (2), music, library, art, home ec. (2), gym., science (6)	713,000.00	
Rosemont Elem.	7	9.9	F		Gymnasium	201,550.00	
Rosscarrock Elem.	15	20.71	FBV		Audio visual aids, gym.	353,000.00	

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
Sarcee Military Camp	11	—	M	Music, art, science, library, gymnasium	350,000.00
South Altadore Jr. H.S.	13	27.3	M	Music, library, audio visual aids, home economics, shop, gymnasium	625,978.00 343,279.00
South Haysboro Elem.	15	20.71	FS	Audio visual aids, gym.	225,750.00
Calgary R.C.S. No 1					
Acadia Fairview Elem.	6	10	M	Audio visual aids, gym.	124,542.00
St Andrew Elem.	6	6	M		42,500.00
St. Angela's Elem.	2	2	M	Addition	62,321.00
St. Gerard Elem.	2	4.74	M	Addition, gymnasium	
St. Michael's Elem. & Jr H.S.	4	11.91	M	Science, audio visual aids, social studies, library, gymnasium	248,677.00
Camrose R.C.S. No. 60					
St Patrick's	4	4	M	Addition	67,671.00
Chisholm No. 4632	1	1	F	Portable School	8,000.00
Clandonald R.C.S. No. 29	1	8.5	FS	Addition, typing, science, audio visual aids, gym.	109,449.00
Crowsnest Con. No. 73	16	38.05	M	Shop, music, commercial physics, drama, home ec., library, chemistry, audio visual aids, gym.	440,110.00
Drumheller No 2472					
Elem. & Jr. H.S.	—	9.09	M	Addition, audio visual aids, library, gymnasium	166,950.00
High School	—	2	M	Addition, audio visual aids, library	51,117.00
Edmonton No. 7					
Argyll Elem.	2	2	F	Addition	27,143.00
Baldwin Jr. H.S.	15	27.42	M	Library, science (2), home economics, shop, audio visual aids, gymnasium	469,368.00 362,366.00
Belvedere Elem.	16	22.62	M	Library, gymnasium	
Bonnie Doon Comp.	6	12.12	M	Addition, social studies (3), science (2), typing	314,093.00
Braemar Elem.	16	22.62	M	Library, gymnasium	371,153.00
Dovercourt Elem. & Jr. H.S.	6	8.54	F	Addition, science (2), library	107,897.00
Fulton Place Elem. & Jr. H.S.	14	22.34	M	Library, physical education, audio visual aids, science, social studies, gym.	383,805.00
Grandview Heights Elem. & Jr. H.S.	■	16.48	M	Library, science, social studies, audio visual aids, physical education, gym.	307,831.00
Hardisty Jr. H.S.	—	4	M	Addition, shop, home ec.	64,615.00
Killarney Sr. H.S.	22	56.995	M	Science (8), typing (3), library, math., social studies (3), art, gym.	1,960,851.00
Mee-Yah-Noh Elem.	16	22.4	M	Audio visual aids, library, physical education, gym.	368,384.00
Mount Pleasant Elem. & Jr. H.S.	8	14.35	FS	Addition, science (2) library, gym.	210,000.00
Ottewell Jr. H.S.	20	40.67	M	Social studies (2), science (3), shop, home economics, audio visual aids, gym.	800,341.00
Rosslyn Jr. H.S.	15	27.7	M	Library, home economics, shop, science (2), gym.	475,136.00
Scott Robertson Elem.	16	22.4	M	Audio visual aids, library, physical education, gym.	367,852.00
Terrace Heights Elem.	10	15	M	Audio visual aids, gym.	330,000.00
Edmonton R.C.S. No. 7					
St. Andrew's	1	1	F	Portable School	7,000.00
St. Angela's	1	1	F	Portable School	7,000.00

School District or County	Division	No. of General Class-rooms	No. of Classroom Units for grant (Including General Class-rooms)	Type of Construction	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
St. Bedes Elem. & Jr. H.S.		8	12	M	Gymnasium	225,719.00
St. Helen's Elem.		2	5.51	FS	Addition, library, gym.	69,883.00
St. Kevin's Elem. & Jr. H.S.		3	4.4	M	Addition, science	59,891.00
St. Matthew's Elem. & Jr. H.S.		13	24.23	M	Science, arts & crafts, audio visual aids, library, gymnasium	482,576.00
O'Leary Sr. H.S.		16	49.128	M	Home economics (2), typing, shop (2), labs., library, audio visual aids, gym.	1,095,687.00
St. Vincent's Elem.		2	2	FS	Addition	42,140.00
Exshaw No. 1699		4	13.9	M	Science, typing, audio visual aids, library, gym.	195,941.00
Grande Prairie No. 2357						
East Hillside Elem.		12	21	M	Library, audio visual aids, crafts, gymnasium	293,313.00
Junior H.S.		26	50.08	M	Drama, science (3), library home ec., shop, gym.	669,242.00
Grouard No. 3722		11	24.09	F	Science, typing, library, home economics, shop, gymnasium	250,634.00
Jasper No. 3063						
Gymnasium-Arena			Nil	M		385,904.00
Jasper Place R.C.S. No. 45						
Lynnwood Elem.		7	10	FS	Gymnasium	135,400.00
Portable Schools		5	5	F		33,000.00
Judy Creek No. 5129		1	Est. Gt.	F	Prefab School	12,400.00
Lethbridge No. 51						
Winston Churchill H.S.		24	52.83	M	Labs, library, audio visual aids, shop (2), home economics (2), gym., art, music	883,000.00
Lakeview Elem.		12	21	M		287,956.00
Lethbridge R.C.S. No. 9						
Assumption Elem. & Jr. H.S.		8	9	M	Addition, library	124,709.00
St. Mary's Elem.		7	7	M	Addition	114,146.00
Medicine Hat No. 76						
River Heights Elem.		12	20	M	Library, audio visual aids, gymnasium	300,828.00
Vincent Massey Elem.		12	20	M	Library, audio visual aids, gymnasium	288,228.00
Montgomery No. 4967						
McKay Road Elem.		7	7	M	Addition	118,600.00
Picture Butte R.C.S. No. 79		7	13.5	M	Science, audio visual aids, library, gymnasium	177,400.00
Red Deer No. 104						
Eastview Elem.		6	10	M	Library, gymnasium	141,718.00
St. Albert P.S. No. 6						
Grandin Park		2	2	F	Portable School	19,706.00
St. Louis R.C.S. No. 21						
Elem., Jr. & Sr. H.S.		14	25.76	M	Music, typing, home ec., science, audio visual aids, gymnasium	382,630.00
St. Rita's R.C.S. No. 27		4	11.83	M	Science, library, audio visual aids, gymnasium	105,720.00
Steen River No. 5125		1	Est. Gt.	F	Prefab School	9,500.00
Swan Hills No. 5109		5	5	F	Addition	111,892.00
Sweetgrass No. 5110		1	Est. Gt.	F		7,600.00
Taber R.C.S. No. 54						
St. Mary's			Nil	M	Addition, library-study	13,510.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
Trout Lake No. 5111 ..	2	Est. Gt	F	Prefab School .....	23,378.00
Valleyview R.C.S. No. 84	2	4.724	F	Science, typing, audio visual aids .....	69,850.00
Wabasca No. 5113 .....	1	Est. Gt.	F	Prefab School .....	9,675.00
West Jasper Place No. 4679					
Composite High .....	40	106.23	M	Composite High School ..	2,340,500.00
Elmwood Elem. & Jr. H.S. ....	13	28.24	M	Science, typing, home ec., audio visual aids, gym. ...	472,912.00
Glendale Elem. ....	1	2	FS	Addition, library .....	17,266.00
High Park Elem. ....	2	7	FBV	Addition, audio visual aids, gymnasium .....	93,332.00
High School .....	8	8	M	Addition .....	127,216.00
Portable Schools .....	15	15	F	Portable Schools .....	90,000.00
SCHOOL DIVISIONS					
Acadia No. 8					
Cereal .....	5	10.612	M	Gymnasium, science, typing, audio visual aids .....	149,002.00
Chinook .....	2	4	M	Gymnasium .....	73,778.00
Esther .....	1	3	M	Addition, gymnasium .....	43,780.00
New Brigden .....	1	1	F	Addition .....	11,379.00
Sedalia .....	1	1	F	Portable School .....	12,693.00
Berry Creek No. 1					
Cessford .....	1	1	F		12,450.00
Connorsville .....	1	.97	F	Addition .....	14,000.00
Bonnyville No. 46					
Ardmore .....	1	1	F	Portable School .....	11,450.00
Calgary No. 41					
Crossfield .....	2	2	FS	Addition .....	40,740.00
Kathryn .....	2	3.58	M	Addition, typing, library ..	39,758.00
Camrose No. 20					
Edberg .....	1	1	F	Portable School .....	8,900.00
Clover Bar No. 13					
Mill Creek Ellerslie Jr. H.S. ..	18	31.57	M	Science (2), music & drama, audio visual aids, library-study, gym. ....	580,804.00
Salisbury					
Campbelltown Jr. H.S. ....	8	8	M	Addition .....	113,872.00
Drumbeller No. 30					
Morrin .....	4	4	FS	Addition .....	84,166.00
East Smoky No. 54					
Ridge Valley .....	6	11	FS	Addition, library, audio visual aids, gym. ....	139,254.00
Edson No. 12					
Edson .....	2	2	F	Two Portable Schools .....	14,575.00
Evansburg					
Elementary School ..	4	4	M		72,955.00
Niton					
Elementary School ..	5	5	M		79,741.00
Wildwood .....	1	1	F	Portable School .....	7,375.00
Foothills No. 38					
Cayley .....	7	21.14	M	Science, typing, home ec., library, shop, gym. ....	304,162.00
Fort Vermilion No. 52					
Blumenort .....	1	1	F		10,000.00
Carcajou .....	1	1	F		10,000.00
Fort Vermilion .....	2	2	F	Addition .....	54,197.00
Mustus Lake .....	2	2	F	Addition .....	53,803.00
Rocky Lane .....	1	1	F	Addition .....	12,688.00
High Prairie No. 43					
Donnelly .....	1	1	F	Portable School .....	9,000.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
Joussard .....	1	1	FS	Addition .....	16,356.00
Kinuso .....	2	2	FS	Addition .....	19,927.00
Langlois .....	4	5	FS	Addition, library, typing .....	46,505.00
Slave Lake .....	4	4.81	FS	Addition, typing .....	63,740.00
Tarzan .....	1	1	F	Portable School .....	9,000.00
Lac La Biche No. 51					
Lac La Biche .....	5	5	FS	Addition .....	57,605.00
Plamondon .....	3	4.98	FS	Addition, science, typing .....	76,857.00
Rich Lake .....	5	5	FS		84,591.00
Lacombe No. 56					
Alix .....	2	2	M	Addition .....	42,619.00
Clive .....	4	4	M	Addition .....	53,760.00
Mirror .....	4	4	M		70,770.00
Lac Ste. Anne No. 11					
Blue Ridge .....	1	1	F	Portable School .....	7,200.00
Cherhill .....	1	1	F	Portable School .....	7,120.00
Green Court .....	3	3	M		52,185.00
Whitecourt .....	4	4.82	FS	Addition, science .....	56,437.00
Leduc No. 49					
Leduc					
Leiesford Park					
Elem. ....	8	13	M	Audio visual aids, gym.....	202,744.00
New Sarepta .....	2	■	FS	Addition, home economics shop .....	88,960.00
Lethbridge No. 7					
Coaldale Sr. H.S. ....	9	29.5	M	Science, commercial, home economics, shop (2), audio visual aids, library, gym.	464,619.00
Medicine Hat No. 4					
Schuler .....	2	3.42	FS	Addition, science .....	58,620.00
Neutral Hills No. 16					
Altario .....	2	2	M	Addition .....	42,412.00
Olds No. 31					
Midway .....	—	4	M	Addition, audio visual aids, gymnasium .....	82,063.00
Reed Ranch .....	4	8	M	Gymnasium .....	119,122.00
Peace River No. 10					
Berwyn .....	2	9	M	Audio visual aids, gym.....	118,600.00
Brownvale .....	1	.97	F	Portable School .....	7,950.00
Grimshaw .....	6	13.575	M	Science, audio visual aids, gymnasium .....	214,869.00
Jackpine .....	2	2	F		19,105.00
Manning .....	—	7	M	Addition, audio visual aids, gymnasium .....	103,049.00
Marie Reine .....	3	2.91	F		35,000.00
Nampa .....	—	■	M	Addition, audio visual aids, gymnasium .....	78,568.00
Nampa .....	1	.97	F	Portable School .....	8,095.00
Peace River					
Centre St. Elem. ....	■	15	MFS	Addition, audio visual aids, gymnasium .....	193,343.00
T. A. Norris H.S. ....	1	■	MFS	Addition, audio visual aids, gymnasium .....	111,125.00
Pincher Creek No. 29					
Pincher Creek Primary School .....	5	6	M	Addition, library .....	721,235.00
Provost No. 33					
Bodo .....	4	9.5	M	Audio visual aids, gym.....	129,700.00
Hughenden .....	—	15.05	M	Addition, home ec., shop, typing, science, library gymnasium .....	194,670.00
Provost .....	8	17.65	M	Library, gymnasium .....	211,905.00



School District or County	Division	No. of General Class-rooms	No. of Classroom Units for grant (Including General Class-rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
Red Deer No. 35						
	River Glen .....	24	41.64	M	Audio visual aids, home economics, science, library, gymnasium .....	696,245.00
Rocky Mountain No. 15						
	Caroline .....	3	4	F	Addition, library .....	44,414.00
	Rocky Mountain House Elementary School ..	8	13.26	M	Library, gymnasium .....	180,039.00
St. Mary's River No. 11						
	Lens .....	6	12.14	M	Science, audio visual aids, gymnasium .....	173,732.00
St. Paul No. 45						
	Elk Point H.S. ....	8	11.5	F	Typing, library, science ....	195,455.00
	St. Vincent .....	1	1	F	Portable School .....	7,980.00
Stony Plain No. 23						
	Drayton Valley High School .....	11	23.07	M	Science, audio visual aids, gymnasium .....	182,360.00
	High School .....	8		FS	Addition, library .....	153,400.00
	Spruce Grove .....	6	7.09	FS	Addition, library .....	95,497.00
	Stony Plain High School .....	4	4	FS	Addition .....	46,265.00
Sturgeon No. 24						
	Namoo .....	5	15.5	M	Science, typing, library, audio visual aids, gym. ...	247,236.00
	Saskatchewan .....	1	1	F	Portable School .....	7,700.00
	Villeneuve .....	1	1	F		8,230.00
Sullivan Lake No. 9						
	Elmer .....		2	M	Addition, gymnasium ....	34,976.00
	Youngstown .....	11	2	M	Addition, gymnasium ....	32,342.00
Taber No. 6						
	Taber Jr., Sr. H.S. ....	12	35.5	M	Addition, library, science (3), audio visual aids, gymnasium (2) .....	449,938.00
	L. T. Westlake Elem.	6	12	M	Arts & crafts, audio visual aids, gym. ....	168,301.00
Three Hills No 60						
	Acme .....	2	3.5	F	Addition, library .....	52,329.00
Two Hills No. 21						
	New Myrnam .....		6.25	M	Addition, gymnasium ....	71,935.00
Vegreville No. 19						
	Mannville .....	1	2.4	FS	Addition, science .....	47,945.00
Wainwright No. 32						
	Irma .....	2	2.635	FS	Addition, typing .....	39,022.00
	Wainwright Elem. School .....	8	15	M	Audio visual aids, gym.....	212,775.00
Westlock No. 37						
	Clyde .....	1	1	F	Portable School .....	8,250.00
	Fawcett .....	1	2.102	FS	Addition, science .....	31,066.00
	Westlock Jr., Sr. H.S. ....	10	10	F	Addition .....	158,707.00
COUNTIES						
Athabasca No. 12						
	Calling Lake .....	1	1	F	Addition .....	9,042.00
	Smith .....	5	5.76	FS	Addition, science, library ..	102,443.00
Forty Mile No. 8						
	Border .....	1	1	F	Portable School .....	11,600.00
	Burdett .....	4	10	M	Addition, audio visual aids, library, gym. ....	148,500.00
Grande Prairie No. 1						
	Beaverlodge High School .....	6	9.43	M	Science, library, typing ....	153,700.00
	Bezanson .....	11	7.7	M		108,865.00

School Division, District or County	No. of General Class- rooms	No. of Classroom Units for grant (Including General Class- rooms)	Type of Construc- tion	Ancillary Rooms - Remarks	Estimated Cost (Not including Site or Furniture)
Hythe .....	3	4	M	Addition, library .....	60,229.00
Ponoka No. 3					
Bluffton .....	4	10.173	M	Addition, audio visual aids, gym., science .....	209,702.00
Crestmere .....	2	7	FM	Addition, audio visual aids, gym., science .....	95,365.00
Mecca Glen .....		5	M	Addition, audio visual aids, gym., science .....	86,487.00
Ponoka Elem. School .....	6	6	M		171,605.00
Sylvan Heights .....		4.53	M	Addition, library, audio visual aids, gym. ....	113,749.00
Stettler No. 6					
Donalda .....	2	2	M	Addition .....	37,100.00
Gadsby .....	2	7.33	M	Addition, typing, audio visual aids, gym. ....	100,700.00
Thorhild No. 7					
Radway .....	4	15.76	FS	Addition, science, home ec., shop, audio visual aids, gymnasium .....	192,091.00
Thorhild Jr., Sr. H.S. ....	4	4	FS	Addition .....	41,555.00
Warner No. 5					
Milk River .....	7	12.94	M	Audio visual aids, science- music-art, gym. ....	194,190.00
No. of General Classrooms .....			1,238	Total Estimated Cost .....	\$42,475,268.00
Total Rooms for Grant Purpose .....			2,331.866		



## FINANCIAL TABLES FOR THE YEAR 1959

Prepared in the Division of School Administration under the direction of  
U. R. Shorgren, Field Administrative Officer

Table No. 1

## DEBENTURE BORROWINGS

January 1, 1959 to December 31, 1959

No.	County, Division or District	Grant Approved	Debentures Sold to Provincial Treasury (all sales at par)			Debentures Sold - Private Sale(s) (all sales at par)		
			Amount	Years	Rate	Amount	Years	Rate
8	Acadia Division	108,312	171,000	20	5 5/8%			
9	Beaver County	61,600	56,000	25	5 5/8%			
2292	Beverly District	61,600	140,000	25	5 5/8%			
52	Beverly R.C.S. District	221,575	150,000	25	5 5/8%			
46	Bonnyville Division	32,920	110,000	25	5 5/8%			
4590	Bowness District	201,443	355,000	25	5 5/8%			
4590	Bowness District	-	30,000	25	5 5/8%			
1059	Bov River District	254,238	430,000	25	5 5/8%			
19	Calgary District	349,680	874,000	20	5 5/8%			
19	Calgary District	1,190,966	3,250,000	20	5 5/8%			
1	Calgary R.C.S. District	195,869	590,000	20	5 5/8%			
27	Castor Division	-	50,000	20	5 5/8%			
13	Clover Bar Division	560,030	800,000	25	5 5/8%			
73	Coaldale R.C.S. District	77,000	80,000	25	5 5/8%			
78	Crowsnest Consolidated District	290,263	190,000	25	5 5/8%			
30	Drumheller Division	20,000	45,000	15	5 5/8%			
25	Drumheller R.C.S. District	149,353	110,000	25	5 5/8%			
54	East Smoky Division	20,000	70,000	20	5 5/8%			
7	Edmonton District	558,209	2,775,000	25	5 5/8%			
7	Edmonton R.C.S. District	312,538	1,390,000	25	5 5/8%			
12	Edson Division	225,578	440,000	20	5 5/8%			
38	Foothills Division	143,825	154,000	25	5 5/8%			
8	Forty Mile County	53,900	60,000	20	5 5/8%			
8	Forty Mile County	61,600	80,000	20	5 5/8%			
2357	Grande Prairie County	59,920	50,000	20	5 5/8%			
48	Grande Prairie District	149,600	117,000	25	5 5/8%			
144	High Prairie Division	-	100,000	25	5 5/8%			
45	High Prairie District	92,638	98,500	25	5 5/8%			
3063	Jasper Place R.C.S. District	56,000	107,000	25	5 5/8%			
22	Jasper District	67,400	200,000	20	5 5/8%			
56	Killam Division	45,000	100,000	25	5 5/8%			
11	Lacombe Division	34,100	100,000	20	5 5/8%			
49	Lac Ste. Anne Division	75,349	100,000	20	5 5/8%			
7	Leduc Division	67,400	175,000	20	5 5/8%			
51	Lethbridge Division	219,725	189,000	20	5 5/8%			
1753	Lethbridge District	412,197	490,000	25	5 5/8%			
5073	Lethbridge R.C.S. District	78,100	65,000	25	5 5/8%			
76	Lloydminster District	98,126	122,500	20	5 5/8%			
16	Lodgepole District	12,900	43,000	20	5 5/8%			
31	Medicine Hat District	212,704	325,000	20	5 5/8%			
10	Neutral Hills Division	15,000	25,000	20	5 5/8%			
79	Olds Division	443,135	635,000	25	5 5/8%			
29	Peace River Division	24,700	32,000	20	5 5/8%			
3	Picture Butte R.C.S. District	88,550	95,000	25	5 5/8%			
20	Pincher Creek Division	120,725	96,000	20	5 5/8%			
33	Ponoka County	189,364	400,000	20	5 5/8%			
36	Pontmain R.C.S. District	43,670	-	-	-	29,000	25	5%
106	Provost Division	280,224	256,000	20	5 5/8%			
45	Red Deer Division	319,980	344,000	20	5 5/8%			
2228	Red Deer District	75,790	130,000	25	5 5/8%			
6	St. Paul Division	5,000	39,000	25	5 5/8%			
26	St. Paul District	297,853	460,000	25	5 5/8%			
9	Stettler County	49,400	100,000	25	5 5/8%			
23	Stony Plain Division	104,400	170,000	25	5 5/8%			
24	Stony Plain Division	21,950	36,000	25	5 5/8%			
9	Sturgeon Division	104,225	125,000	15	5 5/8%			
6	Sullivan Lake Division	16,000	35,000	20	5 5/8%			
7	Sullivan Lake Division	30,500	70,000	20	5 5/8%			
21	Taber Division	346,225	345,000	25	5 5/8%			
60	Thorhild County	96,700	95,000	20	5 5/8%			
4039	Three Hills Division	101,982	211,500	15	5 5/8%			
21	Three Hills Division	-	40,000	15	5 5/8%			
32	Turner Valley District	168,272	290,800	25	5 5/8%			
4679	Two Hills Division	35,750	40,000	25	5 5/8%			
37	Vulcan County	174,594	234,000	25	5 5/8%			
37	Wainwright Division	131,275	155,000	20	5 5/8%			
37	West Jasper Place District	418,413	430,000	25	5 5/8%			
37	Westlock Division	10,510	50,000	20	5 5/8%			
40	Westlock Division	-	15,000	5	5 5/8%			
40	Wheatland Division	166,370	262,000	20	5 5/8%			
		\$10,760,805	\$19,998,300			\$29,000		

• Treasury Department - Balance Municipal Financing Corporation.

Table B, 2(a)  
STATEMENT SHOWING REVENUE AND EXPENDITURE IN ALL SCHOOL DIVISIONS, DISTRICTS & COUNTIES DURING THE YEAR 1952

## REVENUE

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Total Revenue
Grants - Operational	19,165,302	5,241,471	11,579,655	3,065,757	228,610	434,086	528,372	46,243,253
Requisitions	16,029,696	4,330,683	22,461,557	2,789,297	239,532	386,394	434,307	46,671,466
Tuition Fees - from Parents	36,972	795	45,206	16,327	1,633	5,804	679	107,416
- from Department	19,462	4,842	1,250	12,203	196	4,644	8,646	51,243
- from School Boards	140,437	7,202	194,769	184,359	18,090	8,603	30,701	564,161
- from Other Sources	76,253	100	236,399	111,369	762	70	4,868	429,821
Sale of Property and Equipment	174,969	14,983	3,762	575	3,278	1,765	530	199,862
Other Revenue	593,836	161,422	463,121	77,764	7,479	14,397	43,195	1,361,214
Total Revenue	36,236,927	9,761,498	34,985,719	6,237,651	499,580	855,763	1,051,298	89,628,436
Surplus from Previous Year (if used)	156,894	28,804	-	7,905	12,498	14,797	-	220,898
Deficit	704,379	266,594	134,386	169,696	20,456	-	46,998	1,342,509
TOTALS	\$37,098,200	\$10,056,896	\$35,120,105	\$6,415,252	\$532,534	\$870,560	\$1,098,296	\$91,191,843



Table No. 2(b)

STATEMENT SHOWING REVENUE &amp; EXPENDITURES IN ALL SCHOOL DIVISIONS, DISTRICTS &amp; COUNTIES DURING THE YEAR 1959

## EXPENDITURES

Items	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Total
Administration	779,761	240,887	870,670	124,592	10,695	20,024	28,645	2,075,294
Teachers' Salaries	18,241,175	4,809,963	20,775,393	3,961,942	332,600	493,665	513,115	49,127,753
Correspondence Courses	23,957	4,751	803	5,334	161	187	2,884	38,097
Library and Text Books	427,007	105,585	418,592	97,054	1,202	6,974	20,179	1,076,893
Supplies and Equipment	665,197	170,041	946,901	121,468	12,463	22,877	21,669	1,660,616
Other Instructional Aids	86,640	33,218	42,237	10,614	353	1,470	1,268	175,800
Caretaking	1,350,197	378,836	2,303,221	386,600	26,734	45,619	50,133	4,541,340
Fuel and Utilities	1,236,115	341,675	941,453	220,041	20,945	29,239	35,260	2,864,728
Repairs and Replacements	1,025,905	396,785	1,661,199	105,425	7,966	24,141	36,283	3,257,977
Other Plant Operation and Maintenance	667,106	94,668	493,609	84,117	5,528	11,080	15,694	1,371,792
Transportation and Maintenance of Pupils	6,801,044	1,721,376	89,362	75,135	20,010	92,049	84,012	8,682,988
Auxiliary Services	202,544	12,394	26,740	7,594	274	3,107	1,440	254,593
To-Other School Boards	296,394	98,342	153,211	119,666	2,159	6,607	64,220	740,599
Land and Buildings (From Current Revenue)	991,837	523,984	182,151	71,698	37,998	2,661	23,250	1,833,579
Furniture and Equipment (From Current Revenue)	285,840	-	212,438	51,959	9,057	8,152	16,205	583,651
Transportation Equipment (From Current Revenue)	370,543	143,719	-	5,620	-	12,007	22,466	554,355
Debentures	3,023,126	834,333	5,707,190	760,259	31,243	59,334	65,309	10,480,794
Long Term Loans	214,183	41,799	-	1,160	-	1,034	6,342	264,518
Other Debt Charges	134,798	25,086	47,323	17,056	271	2,987	1,656	229,177
Other Expenditures	84,647	44,115	380,637	5,449	2,067	948	33,322	551,385
Total Expenditures	36,708,036	10,022,257	34,953,130	6,232,683	521,746	844,435	1,043,642	90,325,929
Deficit from Previous Year (Provided for from Revenue)	45,520	23,216	2,199	5,775	-	-	11,516	88,226
Surplus	344,644	11,424	164,776	176,793	10,798	26,125	43,138	777,688
TOTALS	\$37,098,200	\$10,056,897	\$35,120,105	\$6,415,251	\$532,534	\$870,560	\$1,098,296	\$91,191,843

Table No. 3  
STATEMENT OF CAPITAL RECEIPTS AND PAYMENTS FOR ALL DIVISIONS AND SCHOOL DISTRICTS DURING THE YEAR 1952  
RECEIPTS

Items	Divisions	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Total
Cash on Hand in Bank	1,639,644	886,676	582,364	36,425	54,894	2,977	3,202,980
Sale of Investments and Real Estate	19,616	402,710	851	1,800	-	-	424,977
Provincial Grants	3,751,771	4,474,579	1,721,330	154,816	249,771	9,900	10,362,167
Proceeds of Debentures	5,585,500	10,116,000	2,418,500	318,800	190,000	200,000	18,828,800
Long Term Loans	60,400	-	-	-	16,071	-	76,471
Transfers from Operational Funds	692,462	262,346	77,557	14,512	188	-	1,047,065
Current Borrowings (Capital Accounts)	264,020	565,200	241,677	-	75,000	-	1,145,897
Other Receipts	581,668	580,585	209,110	9,613	205,259	-	1,586,235
Total Receipts	12,595,081	17,288,096	5,251,389	535,966	791,183	212,877	36,674,592
Bank Overdraft	3,464	9,650	-	-	-	-	13,114
TOTALS	\$12,598,545	\$17,297,746	\$5,251,389	\$535,966	\$791,183	\$212,877	\$36,687,706

PAYMENTS							
Bank Overdraft	12,553	-	-	-	-	-	12,553
Purchase of Real Estate	186,940	162,664	136,213	1,043	-	-	486,860
Construction of Buildings	8,706,452	12,659,510	3,566,485	482,103	418,860	8,193	25,841,603
Purchase of Buses	349,349	-	150,369	-	-	-	499,718
Current Borrowings (Capital Account)	158,340	595,200	400,349	1,194	75,000	-	1,230,083
Other Payments	1,830,123	2,024,993	458,359	7,441	216,815	203,015	4,740,746
Total Payments	11,243,757	15,442,367	4,711,775	491,781	710,675	211,208	32,811,563
Cash on Hand in Bank	1,354,788	1,855,379	539,614	44,185	80,508	1,669	3,876,143
TOTALS	\$12,598,545	\$17,297,746	\$5,251,389	\$535,966	\$791,183	\$212,877	\$36,687,706

Table No. 4  
STATEMENT OF ASSETS AND LIABILITIES OF ALL SCHOOL DIVISIONS AND DISTRICTS AS AT DECEMBER 31, 1952  
CAPITAL AND LOAN FUND SECTION

## ASSETS

Items	Divisions	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Total
Land and Buildings	79,854,835	90,278,713	19,384,817	1,634,793	1,834,006	1,985,284	194,972,448
Furniture and Equipment	5,231,589	5,551,081	1,209,616	132,865	139,143	216,430	12,480,724
Buses and Trucks	2,097,849	58,421	16,276	8,337	66,152	18,089	2,265,124
Bank Balance	1,654,789	1,208,243	539,614	44,185	81,377	1,669	3,529,877
Due from Province (Bldg. Grant)	711,092	1,266,886	128,721	121,980	145,131	-	2,373,810
Due from Revenue	149,743	178,860	283,914	4,294	5,454	205,871	828,136
*Debtore Principal Receivable	492,857	-	-	-	-	-	492,857
Other Assets	291,758	3,461,049	346,443	742	39,583	16,131	4,155,766
TOTAL ASSETS	\$90,484,512	\$102,003,253	\$21,909,401	\$1,947,196	\$2,310,846	\$2,443,474	\$221,098,682

## LIABILITIES

Debtore Dept (not due)	31,623,252 *	62,636,778	9,238,812	640,645	670,478	784,820	105,594,785
Capital Loans (not due)	522,310	-	50,990	-	18,571	-	621,871
Loans Pending Capital Proceeds	-	-	20,000	-	12,000	-	32,000
Due to Revenue	183,780	369,539	66,039	22,138	8,133	8	649,637
*Debtore Principal Payable	678,694	-	440,960	-	1,250	-	1,120,904
Other Capital Liabilities	981,609	2,337,127	566,553	88,648	76,171	-	4,044,108
Capital Invested	56,464,867	36,659,809	11,532,047	1,195,765	1,524,243	1,653,646	109,035,377
TOTAL LIABILITIES	\$90,484,512	\$102,003,253	\$21,909,401	\$1,947,196	\$2,310,846	\$2,443,474	\$221,098,682

\* Debtore adjustments arising out of boundary changes.

Table No. 5  
STATEMENT OF ASSETS AND LIABILITIES OF ALL SCHOOL DIVISIONS AND DISTRICTS AS AT DECEMBER 31, 1959

## REVENUE FUND SECTION

## ASSETS

Items	Divisions	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Total
Cash on Hand and in Bank	1,447,696	480,276	671,609	64,457	99,318	262,971	3,026,327
Due from School Boards	49,362	51,107	20,089	444	1,101	173	122,276
Due from Municipalities	231,039	450,378	36,428	762	6,000	9,037	733,644
Due from Province	41,735	75,261	15,820	58	787	723	134,384
Other Accounts Receivable	106,282	242,241	25,070	395	63	1,599	375,650
Prepaid Insurance	216,853	86,216	27,449	7,483	4,438	4,430	346,869
Bus Accounts	332,228	-	6,531	2,750	-	6,100	347,609
Due from Capital	183,780	369,539	66,039	22,138	8,133	8	649,637
Other Current Assets	292,599	848,983	26,933	10,994	10,043	207,461	1,397,013
Deficit	390,590	39,303	160,667	5,922	-	18,365	614,847
TOTAL ASSETS	\$3,292,164	\$2,643,304	\$1,056,635	\$115,403	\$129,883	\$510,867	\$7,748,256

## LIABILITIES

Bank Overdraft	149,307	244,257	27,240	34	-	6,465	427,303
Loans: Due and Unpaid	641,510	7,600	151,100	-	-	5,625	805,835
Arrears of Teachers' Salaries	96,311	521	12,894	15,763	-	3,898	129,387
Debitures Due and Unpaid	30,619	69,273	19,722	-	-	1,410	121,024
Due to School Boards	12,128	1,965	10,255	-	3,290	4,995	32,633
Due to Province	4,781	-	14,704	-	6	296	19,787
Other Accounts Payable	332,209	405,128	48,471	9,723	3,923	7,369	806,823
Bus Accounts	270,913	293,744	2,615	352	1,020	100	568,744
Due to Capital	149,743	178,860	283,914	4,294	5,454	205,871	828,136
Other Current Liabilities	120,485	792,791	43,744	10,152	5,285	17,911	990,368
Surplus	1,404,158	649,165	441,976	75,085	110,905	256,927	3,018,216
TOTAL LIABILITIES	\$3,292,164	\$2,643,304	\$1,056,635	\$115,403	\$129,883	\$510,867	\$7,748,256

Table No. 5(c).

## SCHOOL DIVISIONS AND COUNTIES

Revenue - 1959

No.	Name	Operational Grants	Requisitions	Other Revenue	Total Operational Revenues	Deficit	Surplus From Previous Yr. (if used)	Total
1	Berry Creek	92,145	43,000	1,011	155,156	-	-	155,156
2	St. Mary's River	571,409	408,847	35,359	1,015,185	-	-	1,015,185
3	Medicine Hat	391,384	284,450	32,347	1,607,891	-	-	1,607,891
4	Peace	482,759	429,445	121,309	999,513	16,644	-	1,016,157
5	Red Deer	289,527	180,569	16,740	1,483,603	23,852	-	1,507,455
6	Cardbridge	455,314	105,027	4,698	305,539	11,166	-	316,695
7	Sullivan Lake	310,898	105,027	17,452	865,553	12,623	-	878,176
8	Peace River	537,203	310,898	17,452	1,225,353	12,623	-	1,237,976
9	Edson	432,664	559,403	17,312	1,009,380	184,862	-	1,194,242
10	Edson St. Anne	432,664	559,403	17,312	1,009,380	184,862	-	1,194,242
11	Glover Bar	561,161	961,161	23,847	1,498,368	9,916	-	1,508,284
12	Rocky Mountain	506,112	145,438	6,168	657,738	-	84,039	741,777
13	Rocky Mountain	506,112	145,438	6,168	657,738	-	84,039	741,777
14	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
15	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
16	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
17	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
18	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
19	Neural Hills	463,136	317,729	352,749	1,133,614	2,405	-	1,136,019
20	Carroose	514,386	459,982	15,474	1,019,812	11,237	-	1,031,049
21	Carroose	514,386	459,982	15,474	1,019,812	11,237	-	1,031,049
22	Carroose	514,386	459,982	15,474	1,019,812	11,237	-	1,031,049
23	Stony Plain	510,812	501,115	35,134	1,103,161	50,617	-	1,153,778
24	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
25	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
26	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
27	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
28	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
29	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
30	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
31	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
32	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
33	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
34	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
35	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
36	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
37	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
38	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
39	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
40	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
41	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
42	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
43	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
44	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
45	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
46	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
47	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
48	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
49	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
50	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
51	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
52	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
53	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
54	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
55	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
56	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
57	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
58	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
59	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
60	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
61	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
62	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
63	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
64	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
65	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
66	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
67	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
68	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
69	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
70	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
71	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
72	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
73	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
74	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
75	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
76	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
77	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
78	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
79	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
80	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
81	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
82	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
83	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
84	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
85	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
86	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
87	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
88	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
89	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
90	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
91	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
92	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
93	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
94	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
95	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
96	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
97	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
98	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
99	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
100	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
101	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
102	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
103	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
104	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
105	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
106	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
107	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
108	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
109	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
110	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
111	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
112	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
113	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
114	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
115	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
116	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
117	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
118	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
119	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
120	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
121	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
122	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
123	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
124	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
125	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
126	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
127	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
128	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
129	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
130	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
131	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
132	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
133	Sturgeon	462,608	466,921	10,511	980,000	-	-	980,000
134	Sturgeon	462,608	466,92					





**Table No. 2011**  
**AGORA UTILITIES & SERVICES**  
**Expenditures - 1993**

No.	Name	Administration	Members' Salaries	Other Instruction	Plant Operation and Maintenance	Construction	Insanitary Services	Expenditures for Other School Boards	Capital from Current Revenues	Debt Charges	Other Expenditures	Total Expenditures	Surplus for Year	Deficit from Previous Year	Total	%
1	Berry Creek	5,300	43,448	8,370	27,213	20,182	153	6,706	33,121	250	8,153	146,219	8,937	-	155,156	1
2	St. Mary's River	14,180	194,003	33,021	137,900	126,132	153	60	27,078	21,033	8,153	331,464	20,153	-	351,617	1
4	Madison Galt	15,800	243,719	37,704	173,823	109,131	115	1,000	37,078	46,050	8,153	307,991	229	7,321	308,220	6
6	Atara	19,071	143,972	24,419	135,021	128,250	111	20,130	42,011	122,130	8,153	307,541	-	-	307,541	6
7	LaSalle	26,111	255,256	42,504	145,070	128,179	115	1,000	37,078	46,050	8,153	307,991	-	-	307,991	6
8	Phillips Lake	14,706	231,416	39,062	90,211	128,416	370	132	42,107	34,174	8,153	236,000	-	-	236,000	10
10	Pearce River	17,401	140,436	34,424	93,707	138,630	202	1,000	37,078	46,050	8,153	236,000	-	-	236,000	10
11	San Jose Ridge	15,021	142,290	32,033	131,510	123,258	375	1,760	37,078	46,050	8,153	236,000	-	-	236,000	10
12	St. Mary's	17,401	140,436	34,424	93,707	138,630	202	1,000	37,078	46,050	8,153	236,000	-	-	236,000	10
13	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
14	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
15	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
16	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
17	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
18	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
19	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
20	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
21	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
22	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
23	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
24	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
25	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
26	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
27	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
28	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
29	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
30	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
31	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
32	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
33	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
34	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
35	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
36	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
37	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
38	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
39	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
40	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
41	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
42	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
43	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
44	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
45	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
46	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
47	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
48	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
49	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
50	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
51	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
52	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
53	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
54	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
55	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
56	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
57	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
58	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
59	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
60	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
61	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
62	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
63	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
64	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
65	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
66	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
67	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
68	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
69	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
70	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
71	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
72	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
73	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
74	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	236,000	-	-	236,000	10
75	Claver Bar	21,310	199,100	39,072	136,560	159,130	115	200	28,482	121,000	8,153	2				



Table No. 7  
SCHOOL DIVISIONS & COUNTRIES  
ASSESSMENTS AND REQUISITIONS - 1959

No.	Name	Total Assessment	Basic Requisition	Basic Rate Requisition/Assessment	Additional Requisition	Total Requisition
1	Berry Creek	2,732,055	62,000	22.69	-	62,000
2	St. Mary's River	12,648,105	404,739	32.00	3,978	408,717
4	Medicine Hat	6,296,653	204,440	32.00	-	204,440
7	Taber	13,038,031	495,445	38.00	-	495,445
8	Calder	12,811,283	483,569	37.00	-	483,569
9	Acadia	2,995,975	105,027	35.00	15,300	120,327
10	Sullivan Lake	9,715,565	310,858	32.00	-	310,858
11	Peace River	7,397,123	240,805	32.00	-	240,805
12	Lac Ste. Anne	17,530,065	559,403	31.37	-	559,403
13	Chuson Bar	17,530,065	559,403	31.37	-	559,403
14	Rocky Mountain	17,530,065	559,403	31.37	-	559,403
15	Rocky Mountain	17,530,065	559,403	31.37	-	559,403
16	Neural Hills	4,692,210	162,158	34.00	1	162,159
17	Neural Hills	4,692,210	162,158	34.00	-	162,158
18	Lemont	12,922,670	373,759	28.92	-	373,759
19	Vegeville	13,383,687	435,100	31.76	-	435,100
20	Comet	17,821,034	493,452	31.00	-	493,452
21	Comet Hills	17,821,034	493,452	31.00	-	493,452
22	Killam	12,002,311	508,080	29.00	500	508,580
23	Stony Plain	18,969,478	550,115	29.00	-	550,115
24	Sturgeon	11,388,310	466,921	41.00	-	466,921
25	Vermilion	17,707,950	602,089	34.00	500	602,589
26	Wainwright	17,707,950	602,089	34.00	-	602,089
27	Wainwright	17,707,950	602,089	34.00	-	602,089
28	Wainwright	17,707,950	602,089	34.00	-	602,089
29	Pincher Creek	7,049,781	253,752	36.00	11,500	265,252
30	Drumheller	16,397,916	600,164	36.00	2,054	602,218
31	Olds	16,397,916	600,164	36.00	-	600,164
32	Wainwright	10,653,221	367,536	34.50	-	367,536
33	Wainwright	10,653,221	367,536	34.50	-	367,536
34	Bad Bear	17,995,402	574,337	33.00	-	574,337
35	Westlock	17,995,402	574,337	33.00	-	574,337
36	Westlock	17,995,402	574,337	33.00	-	574,337
37	Foot Hills	11,841,930	343,416	29.00	5,433	348,849
38	Foot Hills	11,841,930	343,416	29.00	-	343,416
39	Smoky Lake	15,980,020	223,201	40.00	-	223,201
40	Smoky Lake	15,980,020	223,201	40.00	-	223,201
41	Smoky Lake	15,980,020	223,201	40.00	-	223,201
42	St. Paul	15,980,020	223,201	40.00	-	223,201
43	St. Paul	15,980,020	223,201	40.00	-	223,201
44	Bonnyville	6,875,088	180,378	37.00	-	180,378
45	Bonnyville	6,875,088	180,378	37.00	-	180,378
46	Bonnyville	6,875,088	180,378	37.00	-	180,378
47	Spirit River	6,368,392	222,894	35.00	3,466	226,360
48	High Prairie	7,256,102	257,592	35.50	-	257,592
49	High Prairie	7,256,102	257,592	35.50	-	257,592
50	High Prairie	7,256,102	257,592	35.50	-	257,592
51	Lac La Biche	1,993,415	163,730	31.50	-	163,730
52	Fort Vermilion	1,398,026	133,069	33.00	-	133,069
53	Fort Vermilion	1,398,026	133,069	33.00	-	133,069
54	East Smoky	1,466,410	58,577	40.00	-	58,577
55	East Smoky	1,466,410	58,577	40.00	-	58,577
56	East Smoky	1,466,410	58,577	40.00	-	58,577
57	East Smoky	1,466,410	58,577	40.00	-	58,577
58	Lac Ste. Anne	20,010,755	800,431	40.00	28,065	828,496
59	Lac Ste. Anne	20,010,755	800,431	40.00	-	800,431
60	Three Hills	18,993,278	547,255	36.50	2,400	549,655
1	Grande Prairie	9,781,987	293,460	30.00	-	293,460
2	Grande Prairie	9,781,987	293,460	30.00	-	293,460
3	Grande Prairie	9,781,987	293,460	30.00	-	293,460
4	Grande Prairie	9,781,987	293,460	30.00	-	293,460
5	Grande Prairie	9,781,987	293,460	30.00	-	293,460
6	Grande Prairie	9,781,987	293,460	30.00	-	293,460
7	Grande Prairie	9,781,987	293,460	30.00	-	293,460
8	Grande Prairie	9,781,987	293,460	30.00	-	293,460
9	Grande Prairie	9,781,987	293,460	30.00	-	293,460
10	Grande Prairie	9,781,987	293,460	30.00	-	293,460
11	Grande Prairie	9,781,987	293,460	30.00	-	293,460
12	Grande Prairie	9,781,987	293,460	30.00	-	293,460
GRAND TOTALS						
		\$634,227,422	\$20,289,482	32.50	\$70,897	\$20,360,379

Table No. 8(a)  
DIVISIONS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1952  
CAPITAL RECEIPTS

No.	Name	Cash on Hand and in Bank Beginning of Year	Sale of Real Estate	Provincial Grants	Proceeds of Disbursements	Long Term Loans	Current Borrowings (Capital Accounts)	Transferred from Operational Funds	Other	Total Receipts	Bank Overdraft	Total
1	Berry Creek	-	-	7,500	-	-	-	-	-	7,500	-	7,500
2	St. Mary River	3,661	-	58,221	-	-	-	36,610	-	98,192	-	98,192
3	Taber	13,807	-	134,613	345,000	5,900	-	5,147	-	504,467	-	504,467
4	Edmonton	52,861	-	34,034	189,000	-	-	45,300	-	321,215	-	321,215
5	Lethbridge	3,428	1,910	107,456	175,000	13,000	-	2,755	-	292,609	-	292,609
6	Acadia	3,298	9,078	185,780	105,000	-	-	47,325	-	265,186	-	265,186
7	Sullivan Lake	3,297	-	132,418	132,000	-	-	-	105,000	229,108	-	229,108
8	Peace River	1,187	-	144,189	440,000	-	28,000	15,203	10,012	755,653	-	755,653
9	Sac Ste. Anne	118,441	-	292,795	800,000	-	17,820	-	-	1,092,785	-	1,092,785
10	Clayton	-	-	-	-	-	-	2,000	-	5,248	-	5,248
11	Rocky Mountain	17,586	3,248	48,828	25,000	-	-	-	-	92,699	-	92,699
12	Neutral Hills	13,352	1,255	7,759	-	6,000	-	-	-	27,411	-	27,411
13	Lamont	-	-	10,000	-	-	15,000	-	-	37,083	-	37,083
14	Veerville	-	-	-	-	-	-	-	-	-	-	-
15	Garose	22,724	4,000	20,955	40,000	-	-	909	8,313	96,901	-	96,901
16	Killbuck Hills	54,220	-	163,140	100,000	-	-	255,000	16	148,691	-	148,691
17	Stony Plain	125,390	-	105,862	206,000	-	-	943	-	648,376	-	648,376
18	Sturgeon	52,106	-	100,788	125,000	10,000	-	15,000	-	357,195	-	357,195
19	Vermilion	44,981	-	184,373	50,000	18,500	-	15,048	-	87,106	-	87,106
20	Castor	-	-	184,373	95,000	-	10,200	-	-	118,377	-	118,377
21	Macleod Creek	-	-	11,000	45,000	-	-	58,000	-	236,363	-	236,363
22	Paicher	500	-	357,098	635,000	-	-	1,222	-	57,722	-	57,722
23	Olds	30,717	-	63,225	155,000	-	-	13,000	451,578	1,484,393	-	1,484,393
24	Wainwright	36,479	-	140,112	256,000	-	-	-	-	231,230	-	231,230
25	Provost	224,848	125	489,769	344,000	-	-	16,441	1,209	433,925	-	433,925
26	Red Deer	25,978	-	22,963	157,000	-	58,000	26,246	5,333	1,063,950	-	1,063,950
27	Westlock	20,393	-	174,269	262,000	-	-	-	-	272,901	-	272,901
28	Wheatland	-	-	174,269	262,000	-	-	-	-	2,978	-	2,978
29	Calgary	-	-	2,500	39,000	-	-	2,500	-	436,269	-	436,269
30	St. Paul	-	-	90,870	110,000	-	-	73,926	-	44,000	-	44,000
31	Bonnyville	104,350	-	34,500	102,000	-	-	68,763	-	274,796	-	274,796
32	Spirit River	1,139	-	133,458	102,000	-	85,000	8,341	-	302,330	-	302,330
33	High Prairie	132,461	-	58,000	175,000	7,000	-	-	166	376,009	-	376,009
34	Edmonton	-	-	-	-	-	-	-	-	77,470	-	77,470
35	Edmonton	-	-	-	-	-	-	-	-	-	-	-
36	Edmonton	-	-	-	-	-	-	-	-	-	-	-
37	Edmonton	-	-	-	-	-	-	-	-	-	-	-
38	Edmonton	-	-	-	-	-	-	-	-	-	-	-
39	Edmonton	-	-	-	-	-	-	-	-	-	-	-
40	Edmonton	-	-	-	-	-	-	-	-	-	-	-
41	Edmonton	-	-	-	-	-	-	-	-	-	-	-
42	Edmonton	-	-	-	-	-	-	-	-	-	-	-
43	Edmonton	-	-	-	-	-	-	-	-	-	-	-
44	Edmonton	-	-	-	-	-	-	-	-	-	-	-
45	Edmonton	-	-	-	-	-	-	-	-	-	-	-
46	Edmonton	-	-	-	-	-	-	-	-	-	-	-
47	Edmonton	-	-	-	-	-	-	-	-	-	-	-
48	Edmonton	-	-	-	-	-	-	-	-	-	-	-
49	Edmonton	-	-	-	-	-	-	-	-	-	-	-
50	Edmonton	-	-	-	-	-	-	-	-	-	-	-
51	Edmonton	-	-	-	-	-	-	-	-	-	-	-
52	Edmonton	-	-	-	-	-	-	-	-	-	-	-
53	Edmonton	-	-	-	-	-	-	-	-	-	-	-
54	Edmonton	-	-	-	-	-	-	-	-	-	-	-
55	Edmonton	-	-	-	-	-	-	-	-	-	-	-
56	Edmonton	-	-	-	-	-	-	-	-	-	-	-
57	Edmonton	-	-	-	-	-	-	-	-	-	-	-
58	Edmonton	-	-	-	-	-	-	-	-	-	-	-
59	Edmonton	-	-	-	-	-	-	-	-	-	-	-
60	Edmonton	-	-	-	-	-	-	-	-	-	-	-
	TOTALS	\$1,639,644	\$19,616	\$3,751,771	\$5,585,500	\$60,400	\$204,020	\$692,462	\$581,668	\$12,595,081	\$3,464	\$12,598,545

Counties - See Report of Department of Municipal Affairs



Table No. 8(b)  
DIVISIONS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1962

## CAPITAL PAYMENTS

No.	Name	Bank Over- draft at Beginning of Year	Purchase of Real Estate	Construction of Buildings	Purchase of Buses	Current Borrowings (Capital Account)	Other	Total Payments	Cash on Hand and in Bank at end of year	Total
1	Berry Creek	-	-	7,500	-	-	-	7,500	-	7,500
2	St. Mary's River	-	-	95,434	-	-	14	95,448	-	95,492
3	Medicine Hat	-	-	6,372	-	-	-	6,372	179,613	504,467
4	Taber	-	-	107,089	5,900	-	311,982	324,894	324,894	321,215
5	Red Deer	-	-	108,110	-	-	315,333	27,260	28,089	299,609
6	Calgary	-	-	108,110	-	-	14,568	12,000	13,572	146,156
7	Sullivan Lake	-	-	683,109	-	-	15,100	684,130	13,572	146,156
8	Peace River	-	-	15,000	196,528	-	15,100	216,628	12,000	228,108
9	Lac Ste. Anne	-	-	517,542	12,000	-	147,710	617,909	137,744	755,653
10	Edson	-	-	945,075	-	-	1,092,785	1,092,785	-	1,092,785
11	Clover Bar	2,000	-	80,320	-	-	2,350	82,670	2,898	85,568
12	Rocky Mountain	-	-	12,665	-	-	1,655	14,320	10,678	24,998
13	Neudorf Hills	-	-	31,380	-	-	4,303	35,683	1,207	36,890
14	Lamont	-	-	31,380	-	-	4,303	35,683	-	35,683
15	Vegreville	-	-	95,085	-	-	807	95,892	-	95,901
16	Two Hills	-	500	116,224	-	-	1,141	117,365	31,026	148,391
17	Wainwright	-	-	304,802	-	-	240,017	544,819	87,064	631,883
18	Stirling	-	-	75,076	-	-	50,000	125,076	2,390	127,466
19	Vermilion	-	-	176,169	18,649	-	-	194,818	35,199	230,017
20	Castor	-	-	81,809	-	15,340	14,499	111,487	35,86	147,347
21	Macleod	2,839	-	223,828	-	-	1,423	225,251	11,112	236,363
22	Pincher Creek	-	-	965,842	-	-	145,437	1,111,279	15,823	1,127,102
23	Olds	-	-	202,089	-	-	13,000	215,089	6,111	221,200
24	Wainwright	-	-	325,759	-	-	2,107	327,866	108,659	436,525
25	Provost	-	-	780,859	30,609	-	2,362	815,669	243,341	1,059,010
26	Red Deer	1,779	-	108,923	14,850	50,000	465	182,238	6,084	1,088,320
27	Westlock	-	-	256,595	-	-	9,336	265,931	6,570	272,501
28	Wetaskiwin	-	-	372,401	4,404	-	2,978	379,783	2,978	382,761
29	Smoky Lake	-	-	372,401	-	-	25,600	401,000	34,464	435,464
30	Wheatland	-	-	38,282	-	-	5,718	44,000	-	44,000
31	Calgary	-	-	182,518	-	-	58,219	240,737	32,345	273,082
32	St. Paul	-	-	126,644	-	-	68,763	195,407	12,186	207,593
33	Bonnyville	7,714	-	242,110	-	-	3,375	249,489	28,345	277,834
34	High River	-	-	242,110	-	85,000	32,514	279,624	97,605	376,009
35	Richmond	-	-	78,256	5,000	-	-	83,256	-	83,256
36	Leduc	-	-	94,401	-	-	-	94,401	-	94,401
37	Fairview	-	-	266,326	-	-	42,356	308,682	31,981	340,663
38	Lac La Biche	-	-	318,767	-	-	10,243	329,010	61,560	390,570
39	Fort Vermilion	-	1,040	-	-	-	-	-	-	-
40	East Smoky	-	-	-	61,320	-	-	61,320	-	61,320
41	Rocky Mountain	-	-	-	-	-	-	-	-	-
42	Peace River	-	-	-	-	-	-	-	-	-
43	La Grande Valley	-	-	-	-	-	-	-	-	-
44	Lacombe	-	-	-	-	-	-	-	-	-
45	Coal Branch	-	-	-	-	-	-	-	-	-
46	Three Hills	-	282	-	-	-	-	-	-	-
47	TOTALS	\$12,553	\$166,940	\$8,706,452	\$349,349	\$158,340	\$1,830,123	\$11,213,757	\$1,354,788	\$12,568,545

Counties - See Report of Department of Municipal Affairs

Table No. 2(a)

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959 - SCHOOL DIVISIONS

## Capital and Loan Fund Section - Assets

No.	Name	Land & Buildings	Furniture & Equipment	Busses & Trucks	Bank Balance	Due From Province	Debiture Principal Receivable	Due From Revenue	Other Capital Assets	Total Assets
1	Berry Creek	121,246	22,714	21,722	-	-	-	-	-	165,682
2	St. Mary's River	1,431,246	117,033	4,460	-	-	-	-	-	1,552,739
3	Medicine Hat	1,623,601	103,878	26,489	44	-	-	-	4,291	1,600,303
4	Taber	1,993,259	140,858	51,463	479,613	-	13,600	1,051	5,183	2,635,027
5	Lethbridge	2,939,131	247,873	10,411	5,882	-	-	-	171,897	3,375,194
6	Acadia	1,310,403	67,448	34,375	28,099	-	-	9,694	3,200	1,443,355
7	Sullivan Lake	2,466,768	110,368	11,722	11,722	186,219	-	-	2,000	2,586,093
8	Peace River	1,653,126	113,723	13,400	12,400	-	-	-	-	1,779,028
9	Edson	2,871,970	173,566	33,637	137,744	112,789	104,249	15,100	580	3,329,706
10	Glover Bar	1,376,125	110,812	18,985	2,899	-	25,689	-	-	1,534,510
11	Rocky Mountain	1,859,812	21,740	10,678	1,207	-	-	1,255	700	1,987,738
12	Neatral Hills	1,802,877	173,340	7,830	-	-	-	-	-	1,983,047
13	Lamont	1,863,564	79,578	131,309	-	-	-	-	-	2,074,451
14	Verreille	1,436,147	59,034	509	-	17,875	-	-	5,510	1,519,075
15	Two Hills	1,870,816	76,597	42,308	-	-	-	3,638	-	1,950,110
16	Killam	2,680,376	139,945	87,064	87,064	42,725	103,556	50,000	-	2,026,385
17	Stony Plain	2,421,052	126,194	2,391	2,391	52,112	-	-	-	2,735,305
18	Sturgeon	2,453,477	217,096	12,030	12,030	-	-	-	-	2,684,811
19	Castor	1,431,226	127,721	27,232	34,486	-	42,475	-	-	1,572,457
20	Picher and	1,870,042	158,722	68,830	11,112	60,362	-	-	-	1,026,500
21	Drumheller	971,625	88,836	98,763	15,823	9,000	76,274	16,991	-	1,257,506
22	Olds	3,259,773	174,030	77,896	15,823	100,293	-	-	9	3,679,108
23	Wainwright	1,615,564	94,810	16,503	67,111	9,000	-	14,084	800	1,807,152
24	Provost	1,139,074	66,928	2,838	16,141	50,050	-	-	-	1,318,975
25	Red Deer	3,632,849	303,270	81,600	105,099	-	-	4,286	41,785	4,068,352
26	Red Deer	1,051,233	102,525	36,516	6,570	5,255	-	-	-	1,206,529
27	Red Deer	1,645,544	87,471	29,445	34,464	75,912	-	-	24,123	1,775,514
28	Smoky Lake	2,070,134	155,526	79,441	34,464	-	89,249	25,000	-	2,435,814
29	Wheatland	1,866,250	154,575	34,719	-	2,500	-	-	-	2,035,514
30	Calgary	1,762,837	174,679	1,296	32,345	-	-	2,364	-	1,943,376
31	St. Paul	1,882,951	89,860	1,625	42,348	-	-	-	-	2,013,835
32	Bonnyville	1,033,031	138,443	109,987	24,395	-	-	-	-	1,307,862
33	Spirit River	2,025,140	61,207	56,010	57,205	-	37,765	-	31,680	2,144,067
34	Leduc	1,072,067	66,078	17,815	-	-	-	-	-	1,156,962
35	Fairview	831,949	27,266	38,588	31,981	-	-	6,280	-	898,027
36	Lac La Biche	176,140	53,855	18,513	-	-	-	-	-	223,221
37	Fort Vermilion	561,103	23,855	38,588	-	-	-	-	-	629,826
38	East Smoky	3,083,946	138,258	183,563	31,981	-	-	-	-	3,437,744
39	Red Deer Valley	3,144,208	217,096	28,818	61,559	-	-	-	-	3,445,743
40	Coal Branch	2,080,116	139,698	159,127	-	-	-	-	-	2,440,506
41	Three Hills	-	-	-	-	-	-	-	-	-
42	GRAND TOTALS	\$79,854,835	\$5,231,589	\$2,037,849	\$1,654,709	\$711,092	\$92,857	\$149,743	\$291,758	\$90,404,512

Counties - See report of Department of Municipal Affairs.

Table No. 9(b)  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959 - SCHOOL DIVISIONS

Capital and Loan Fund Section - Liabilities

No.	Name	Debiture Debt (not due)	Capital Loans (not due)	Debiture Principal Payable	Loans Pending Proceeds	Due to Revenue a/c	Other Capital Liabilities	Capital Invested	Total Liabilities
1	Berry Creek	2,600	-	-	-	-	-	185,689	167,689
2	St. Mary's River	614,408	-	-	-	1,006	-	1,802,082	1,804,682
3	Medicine Hat	1,183,614	-	5,000	-	-	12,418	1,674,736	2,693,293
4	Taber	1,278,370	34,400	-	-	7,236	-	1,774,736	3,692,293
5	Lethbridge	561,990	-	-	-	2,755	-	2,089,586	3,372,194
6	Acadia	32,332	13,000	-	-	-	79,018	790,792	1,443,555
7	Sullivan Lake	1,653,660	-	-	-	41,262	-	257,701	532,693
8	St. Albert	1,745,669	-	-	-	-	-	1,568,432	2,596,094
9	Lac Ste. Anne	28,000	28,000	-	-	15,203	-	1,468,981	2,799,028
10	Eaton	2,193,170	-	71,874	-	7,947	-	2,511,832	5,232,002
11	Clover Bar	523,950	-	-	-	-	-	1,002,713	1,524,510
12	Rocky Mountain	395,571	-	-	-	-	4,224	518,420	918,215
13	Montreal Hills	625,660	14,000	-	-	-	-	1,350,614	1,987,344
14	Vermontville	923,975	15,000	-	-	-	-	1,453,678	2,421,738
15	Camrose	723,975	-	-	-	-	-	1,275,301	2,013,071
16	Two Hills	786,554	-	-	-	9,222	-	1,245,517	2,026,385
17	Killam	849,333	17,400	-	-	-	6,692	1,957,920	2,950,110
18	Stony Plain	1,793,007	-	-	-	-	24,214	1,617,268	2,752,305
19	Verdun	563,600	10,000	-	-	-	96,950	1,874,937	2,684,811
20	Castor	817,811	70,500	-	-	10,509	7,174	1,776,247	3,672,697
21	Macleod	255,580	-	-	-	25,190	3,594	1,178,382	1,972,500
22	Pinchero Creek	1,328,875	26,000	-	-	-	44,673	795,746	1,257,306
23	Drumheller	1,552,233	40,000	-	-	7,496	106,685	2,064,758	3,679,108
24	Olds	478,625	28,000	491,540	-	-	112,621	1,242,233	1,807,152
25	Provost	1,711,609	57,690	-	-	-	82,594	2,750,941	4,538,772
26	Red Deer	687,151	-	-	-	-	148,065	1,178,571	1,900,024
27	Westlock	437,320	-	-	-	16,566	16,736	826,143	1,296,279
28	Foot Hills	718,333	-	-	-	26,246	6,570	1,021,627	1,735,860
29	Snoke Lake	98,248	-	-	-	-	-	1,452,085	2,443,814
30	Calmar	711,700	-	6,031	-	-	1,366,296	1,303,010	2,673,816
31	St. Paul	769,843	-	-	-	-	5,701	910,426	1,346,882
32	Bonnyville	428,755	8,000	-	-	6,801	-	1,369,164	2,257,505
33	Spirit River	835,700	6,000	-	-	-	2,400	1,408,932	2,484,047
34	High Prairie	393,566	7,000	104,249	-	6,341	-	767,302	1,190,252
35	Redox	393,550	-	-	-	-	-	328,527	652,027
36	Lac la Biche	-	-	-	-	-	-	368,333	652,826
37	Fort Vermilion	255,660	-	-	-	-	5,833	192,374	193,374
38	East Smoky	1,694,384	66,000	-	-	-	45,303	1,622,459	3,428,146
39	Red Deer Valley	828,018	-	-	-	-	1,019	117,074	1,757,43
40	Lacombe	-	-	-	-	-	43,262	1,569,220	2,440,500
41	Three Hills	-	-	-	-	-	-	-	-
42	GRAND TOTALS	\$31,623,252	\$552,310	\$676,694	-	\$183,780	\$981,509	\$56,446,867	\$90,484,512

Counties - See report of Department of Municipal Affairs.

Table No. 10(a)

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959 - SCHOOL DIVISIONS

## Revenue Fund Section - Assets

No.	Name	Cash on Hand and in Bank	Due from School Boards	Due from Municipalities	Due from Province	Other Accounts Receivable	Prepaid Insurance	Bus Accounts	Due From Capital	Other Current Assets	Deficit	Total Assets
1	Berry Creek	27,956	-	3,499	3,600	-	922	19,706	-	14,752	52,172	27,978
2	St. Mary's River	4,984	2,322	-	3,600	-	1,314	-	1,006	14,752	-	14,752
3	Medicine Hat	8,995	1,724	-	1,535	256	9,168	3,468	-	2,314	4,556	10,182
4	Lethbridge	2,503	12,902	-	-	3,255	7,946	-	7,236	8,362	-	32,264
5	Acadia	114,726	-	-	-	216	318	600	2,755	284	26	39,661
6	Sullivan Lake	-	-	776	1,248	1,920	2,620	4,470	44,262	2,067	26,869	28,819
7	Peace River	-	-	4,327	-	125	5,853	-	-	-	8,979	174,254
8	La Crosse	-	-	94,777	66	5,228	2,936	30,561	15,203	6,009	9,497	172,971
9	Rocky Mountain	30,472	26,686	5,089	66	1,278	24,396	12,630	-	4,494	56,743	202,621
10	Clarksburg	35,753	-	-	1,973	50	3,938	1,500	7,947	2,000	-	48,273
11	Neutra Hills	42,225	-	-	1,939	1,939	10,782	-	-	-	-	49,769
12	Lamont	12,942	134	-	4,304	9,791	7,265	-	-	4,245	-	34,811
13	Vegreville	12,553	-	-	3,037	-	10,782	-	-	24,010	-	50,382
14	Canrose	96,822	-	-	-	-	4,494	-	9,222	1,911	-	106,733
15	Two Hills	125,925	-	-	-	2,145	13,179	9,674	-	5,041	-	176,733
16	St. Mary's	77,021	-	3,000	-	9,118	-	106,064	-	-	-	176,733
17	Stony Plain	57,804	1,454	2,000	556	29	-	-	-	-	-	208,019
18	Sturgeon	6,064	-	-	1,288	606	-	3,320	-	16,035	18,943	95,253
19	Vermilion	28,906	-	1,851	1,480	1,549	5,493	2,400	10,509	4,100	38,876	46,745
20	Castor	5,077	-	-	-	1,357	-	-	25,190	-	-	79,931
21	Macleod	17,820	-	-	-	4,288	-	-	-	-	-	124,907
22	Fincher Creek	17,820	-	-	-	3,857	-	-	-	-	-	179,931
23	Chinlester	1,918	-	-	-	6,716	1,344	-	-	-	-	179,931
24	Wainwright	29,426	-	-	690	4,195	13,649	10,000	7,496	51,945	121,902	213,026
25	Provost	39,797	-	-	-	2,738	3,069	31,980	-	3,832	-	38,143
26	Red Deer	-	-	38	-	2,738	13,029	31,920	-	11,000	-	93,342
27	Westlock	38	-	11,841	-	174	4,518	7,446	16,566	61,404	-	148,926
28	Footfalls	200	-	-	525	7,855	5,958	19,494	26,246	-	-	40,545
29	Stokely Lake	200	-	-	-	-	12,389	-	-	16,744	-	62,429
30	Wainwright	6,332	-	15,697	-	-	-	2,388	-	-	-	25,000
31	Calgary	-	-	-	2,201	-	34,125	-	-	-	3,891	36,351
32	St. Paul	3,303	-	-	-	25	-	-	-	10	-	3,349
33	Bonnyville	42,238	-	-	519	6,262	11,962	-	6,801	4,500	231	30,044
34	Spirit River	-	-	16,029	-	1,827	-	-	-	8,273	-	69,498
35	High Prairie	107,966	1,131	25,985	2,104	1,737	3,628	-	6,341	3,066	12,304	123,061
36	Red Deer	-	-	-	-	1,726	1,763	-	-	-	-	126,638
37	La Biche	40,785	-	-	204	3,110	-	-	-	6,675	-	49,627
38	Fort Vermilion	3,532	-	-	-	-	2,498	-	-	6,344	-	5,749
39	East Smoky	20,007	-	-	7,000	200	2,217	522	-	10	3,373	33,714
40	Red Deer Valley	50,148	-	-	10,620	1,208	2,256	-	-	11,190	-	63,024
41	Lacombe	567	-	-	-	2,877	-	-	-	-	-	12,985
42	Coal Branch	70,057	-	-	160	595	-	-	-	-	-	73,989
43	Three Hills	85,462	-	-	-	571	6,558	-	-	5,413	-	102,064
44	GRAND TOTALS	\$1,447,696	\$49,362	\$231,039	\$41,735	\$106,282	\$216,853	\$332,228	\$183,780	\$292,599	\$390,590	\$3,292,164

Counties - See report of Department of Municipal Affairs.

Table No. 10(b)  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959 - SCHOOL DIVISIONS

## Revenue Fund Section - Liabilities

No.	Name	Bank Overdraft	Loans: Due and Unpaid	Arrears of Teachers' Salaries	Debitures Due & Unpaid Prin. & Int.	Due to Other School Boards	Due to Province	Other Accounts Payable	Bus Accounts	Due to Capital	Other Liabilities	Surplus	Total
1	Berry Creek	-	5,500	-	-	-	-	1,000	19,706	-	-	21,478	27,978
2	St. Mary's River	-	75,000	-	-	-	-	6,329	-	-	-	-	101,032
3	Medicine Hat	908	-	-	5,844	-	-	3,205	-	-	-	-	10,957
4	Taber	11,621	-	-	-	-	-	6,523	93	1,051	4,081	229	30,294
5	Lethbridge	15,681	-	-	1,220	-	-	13,893	-	-	-	8,867	39,661
6	Calgary	-	-	-	-	-	-	16,856	-	-	-	-	16,856
7	Sullivan Lake	2,974	-	10	-	-	-	16,841	-	9,694	-	-	28,819
8	Peace River	-	-	-	-	-	-	18,240	-	-	-	-	18,240
9	Lac Ste. Anne	-	-	-	-	-	-	19,212	-	15,100	74,000	93,332	174,294
10	Edson	71	109,946	-	-	-	-	9,621	-	-	27,757	-	157,311
11	Clover Bar	19,058	200,000	-	-	-	-	2,480	-	-	-	-	209,621
12	Rocky Mountain	-	-	-	-	-	-	3,490	1,500	1,255	-	-	48,273
13	Rocky Mountain	-	-	-	-	-	-	2,721	-	-	-	-	43,544
14	St. Mary's Hills	-	-	-	-	-	-	2,721	-	-	-	-	38,811
15	Edson	-	-	-	-	-	-	1,142	-	-	-	-	34,811
16	Edson	-	-	-	-	-	-	2,095	-	-	-	-	30,700
17	Edson	-	-	-	-	-	-	7,233	106,064	3,638	1,318	9,977	50,382
18	Edson	-	-	-	-	-	-	7,233	5,058	50,000	105	136,119	137,261
19	Edson	-	-	-	-	-	-	7,098	661	-	-	38,970	46,635
20	Edson	-	-	-	-	-	-	7,098	-	-	-	94,422	108,019
21	Edson	-	-	-	-	-	-	7,098	-	-	-	5,091	97,263
22	Edson	-	-	-	-	-	-	7,098	-	-	-	39,022	114,570
23	Edson	-	-	-	-	-	-	7,098	-	-	-	79,611	121,637
24	Edson	-	-	-	-	-	-	7,098	-	-	-	100,557	121,637
25	Edson	-	-	-	-	-	-	7,098	-	-	-	21,498	65,990
26	Edson	-	-	-	-	-	-	7,098	-	-	-	342	213,026
27	Edson	-	-	-	-	-	-	7,098	-	-	-	11,224	83,143
28	Edson	-	-	-	-	-	-	7,098	-	-	-	1,122	213,026
29	Edson	-	-	-	-	-	-	7,098	-	-	-	90	128,276
30	Edson	-	-	-	-	-	-	7,098	-	-	-	8,260	148,356
31	Edson	-	-	-	-	-	-	7,098	-	-	-	22,129	40,555
32	Edson	-	-	-	-	-	-	7,098	-	-	-	40,360	82,729
33	Edson	-	-	-	-	-	-	7,098	-	-	-	794	46,143
34	Edson	-	-	-	-	-	-	7,098	-	-	-	6,777	25,000
35	Edson	-	-	-	-	-	-	7,098	-	-	-	36,351	36,351
36	Edson	-	-	-	-	-	-	7,098	-	-	-	16,691	30,044
37	Edson	-	-	-	-	-	-	7,098	-	-	-	50,290	69,148
38	Edson	-	-	-	-	-	-	7,098	-	-	-	53,061	53,061
39	Edson	-	-	-	-	-	-	7,098	-	-	-	94,980	126,499
40	Edson	-	-	-	-	-	-	7,098	-	-	-	13,698	13,698
41	Edson	-	-	-	-	-	-	7,098	-	-	-	2,794	45,747
42	Edson	-	-	-	-	-	-	7,098	-	-	-	48,901	48,901
43	Edson	-	-	-	-	-	-	7,098	-	-	-	25,048	33,714
44	Edson	-	-	-	-	-	-	7,098	-	-	-	6,530	12,995
45	Edson	-	-	-	-	-	-	7,098	-	-	-	72,227	73,989
46	Edson	-	-	-	-	-	-	7,098	-	-	-	95,466	102,064
47	Edson	-	-	-	-	-	-	7,098	-	-	-	1,055	1,055
48	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
49	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
50	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
51	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
52	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
53	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
54	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
55	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
56	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
57	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
58	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
59	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
60	Edson	-	-	-	-	-	-	7,098	-	-	-	-	-
TOTALS		\$149,307	\$641,510	\$95,311	\$30,619	\$12,128	\$4,791	\$332,209	\$270,913	\$149,743	\$120,485	\$1,494,158	\$3,292,164

Counties - See report of Department of Municipal Affairs.



Table No. 11  
SCHOOL DIVISIONS & COUNTIES  
PUPIL TRANSPORTATION - 1959

No.	Name	Total Daily Run in Miles	Maximum Pupil Transported on any one day	OPERATING EXPENSES		Other	Total	NUMBER OF VEHICLES	
				Owned and Operated by the Board	Under Contract			Owned and Operated by the Board	Under Contract
1	Berry Creek	1,230	125	11,337	15,602	9,243	23,182	5	2
2	St. Mary's River	1,209	945	11,379	113,779	1,206	126,374	2	25
3	St. Mary's River	1,209	1,557	11,379	113,779	1,206	126,374	2	25
4	Ther	1,223	1,557	74,590	186,979	1,870	244,422	27	12
5	Lethbridge	3,125	2,276	11,476	202,175	3,820	213,471	6	70
6	Ardie	2,321	516	23,048	71,740	7,046	101,834	12	27
7	Pauline Lake	1,380	516	100,995	1,115	2,243	103,356	49	27
8	Pauline Lake	1,380	516	100,995	1,115	2,243	103,356	49	27
9	Lac Ste. Anne	1,189	1,875	12,652	178,210	1,660	193,212	3	51
10	Lac Ste. Anne	1,189	1,875	12,652	178,210	1,660	193,212	3	51
11	Esau	1,220	1,414	3,782	139,430	1,552	143,212	6	28
12	Glover Bar	1,200	1,414	118,337	139,430	1,552	257,767	3	28
13	Glover Bar	1,200	1,414	118,337	139,430	1,552	257,767	3	28
14	Neufort	1,200	2,033	47,641	1,857	1,351	49,449	1	16
15	Neufort	1,200	2,033	47,641	1,857	1,351	49,449	1	16
16	Neufort	1,200	2,033	47,641	1,857	1,351	49,449	1	16
17	Neufort	1,200	2,033	47,641	1,857	1,351	49,449	1	16
18	Neufort	1,200	2,033	47,641	1,857	1,351	49,449	1	16
19	Verreille	3,230	1,675	2,010	173,102	5,596	177,112	2	38
20	Verreille	3,230	1,675	2,010	173,102	5,596	177,112	2	38
21	Verreille	3,230	1,675	2,010	173,102	5,596	177,112	2	38
22	Killam	3,922	1,666	188,323	206,119	5,158	399,600	72	49
23	Sony Plain	2,822	2,418	207,211	207,211	4,169	418,686	12	35
24	Surgeon	2,725	2,418	207,211	207,211	4,169	418,686	12	35
25	Surgeon	2,725	2,418	207,211	207,211	4,169	418,686	12	35
26	Surgeon	2,725	2,418	207,211	207,211	4,169	418,686	12	35
27	Gastor	3,753	897	14,888	11,720	11,720	235,847	6	69
28	Macleod	3,498	917	88,444	14,888	11,720	104,380	43	1
29	Fincher Creek	1,617	684	101,530	33,090	5,292	140,912	4	12
30	Fincher Creek	1,617	684	101,530	33,090	5,292	140,912	4	12
31	Omanthal	1,503	1,712	16,697	16,697	4,813	38,206	20	5
32	Malnwright	2,085	922	125,710	125,710	4,859	186,462	21	5
33	Provost	2,085	922	125,710	125,710	4,859	186,462	21	5
34	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
35	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
36	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
37	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
38	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
39	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
40	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
41	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
42	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
43	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
44	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
45	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
46	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
47	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
48	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
49	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
50	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
51	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
52	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
53	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
54	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
55	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
56	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
57	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
58	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
59	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
60	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
61	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
62	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
63	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
64	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
65	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
66	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
67	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
68	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
69	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
70	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
71	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
72	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
73	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
74	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
75	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
76	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
77	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
78	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
79	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
80	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
81	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
82	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
83	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
84	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
85	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
86	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
87	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
88	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
89	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
90	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
91	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
92	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
93	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
94	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
95	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
96	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
97	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
98	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
99	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
100	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
101	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
102	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
103	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
104	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
105	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
106	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
107	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
108	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
109	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
110	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
111	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
112	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
113	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
114	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
115	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
116	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
117	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
118	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
119	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
120	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
121	Red Deer	3,692	2,787	118,725	118,725	1,579	235,847	2	30
12									

Table No. 12(a)  
CITY SCHOOL DISTRICTS  
Revenue - 1959

No.	Name	Operational Grants	Requisition	Other Revenue	Total Operational Revenue	Deficit	Surplus from Previous Year (if used)	Total
7	Edmonton Public	4,134,725	8,228,372	289,188	13,852,285	-	-	13,852,285
19	Calgary Public	3,238,350	2,550,000	324,578	10,336,249	-	-	10,336,249
51	Lethbridge	441,495	1,070,309	25,578	1,537,382	46,368	-	1,491,014
76	Medicine Hat	754,453	1,754,091	47,817	2,556,361	-	-	2,556,361
104	Red Deer	232,311	455,850	14,597	703,158	-	-	703,158
135	Regina	128,766	178,823	32,288	339,877	915	-	338,962
137	Saskatoon	142,643	232,822	14,001	389,466	-	-	389,466
235	Winnipeg	142,643	232,822	14,001	389,466	-	-	389,466
247	Drumheller	162,995	64,982	32,539	260,516	10,709	-	249,807
247	Drumheller	162,995	64,982	32,539	260,516	8,892	-	251,624
	SUB-TOTALS	9,730,375	18,721,540	824,384	29,276,299	66,884	-	29,209,415
1	Calgary	525,169	1,262,125	30,089	1,817,383	-	-	1,817,383
CS 7	Edmonton	1,004,781	1,976,611	35,686	3,016,080	-	-	3,016,080
CS 17	Lethbridge	154,801	256,816	5,574	417,191	24,546	-	392,645
CS 19	Sacred Heart	7,903	13,671	315	21,889	28,355	-	6,534
CS 21	St. Peter	27,822	36,621	28,482	92,925	2,686	-	90,239
CS 25	St. Paul	11,892	18,936	5,681	36,509	-	-	36,509
CS 28	Drumheller	31,617	37,089	11,186	169,527	8,647	-	160,880
CS 60	St. Joseph	26,387	36,261	2,953	65,601	3,268	-	62,333
	Camrose						-	
	SUB-TOTALS	1,849,280	3,740,017	120,123	5,709,420	67,502	-	5,641,918
	GRAND TOTALS	\$11,579,655	\$22,461,557	\$944,507	\$34,985,719	\$134,386	-	\$34,851,333



Table No. 12(1)  
CITY SCHOOL DISTRICT  
Expenditures - 1957

No.	Name	Administration	Teachers' Salaries	Other Instruction	Plant Operation and Maintenance	Transportation	Auxiliary Services	Expenditures to Other Board	Capital From Current Revenues	Debt Charges	Other Operational Expenditures	Total Operational Expenditures	Surplus	Deficit from Previous Year	Total	No.
7	Edmonton Public	420,887	2,773,588	428,273	2,450,446	2,535	-	35,733	-	2,448,786	158,001	23,816,321	33,926	-	13,959,085	7
19	Calgary Public	225,971	6,130,463	361,713	1,424,625	40,473	-	4,802	225,059	1,408,942	126,773	10,280,823	105,826	-	12,136,248	19
51	Lethbridge	35,052	1,184,802	62,532	217,258	1,077	-	7,159	25,590	1,064,000	10,464	1,977,087	-	-	1,977,087	51
74	Medicine Hat	15,777	619,870	62,532	155,998	1,004	-	11,740	800	611,470	19,699	1,216,779	6,626	-	1,223,405	74
104	Red Deer	13,551	426,870	24,629	75,465	844	-	3,116	1,400	428,751	14,500	597,999	4,079	-	597,999	104
124	Verdun	1,461	428,187	8,708	17,413	-	-	1,401	8,748	438,346	25	348,793	-	2,199	350,992	124
133	Calgary	1,446	181,848	7,271	17,413	390	-	-	1,422	181,848	17,413	200,673	5,246	-	205,919	133
237	Grande Prairie	13,700	258,638	12,428	80,460	688	-	4,091	46,116	2,987	2,987	2,987	-	-	2,987	237
2672	Drumheller	8,416	194,715	11,469	38,957	60	-	1,427	14,088	209,208	177	209,385	-	-	209,562	2672
SUB-TOTALS		761,445	17,479,881	951,951	4,633,133	52,379	18,171	125,032	338,427	4,467,000	358,648	29,185,445	155,539	2,199	29,343,183	
OS 1	Calgary	35,889	876,192	76,248	270,359	19,854	-	5,447	5,662	512,214	12,421	1,014,476	2,807	-	1,017,283	OS 1
OS 7	Edmonton	81,045	2,854,312	25,495	381,234	11,275	-	31,287	861,407	2,069	3,084,246	-	-	-	3,084,246	OS 7
OS 9	Lethbridge	11,430	274,250	13,992	57,065	1,411	-	1,349	2,035	276,790	5,793	345,246	-	-	345,246	OS 9
OS 15	Medicine Hat	307	11,454	532	2,131	30	-	1,722	1,499	11,454	22	15,031	3,876	-	15,031	OS 15
OS 17	Red Deer	1,138	58,258	1,647	10,625	8,898	-	7,178	1,640	58,258	281	69,131	-	-	69,131	OS 17
OS 21	St. Louis	2,529	110,469	5,131	23,377	485	-	1,907	29,628	661	126,111	1,214	-	-	127,325	OS 21
OS 26	Drumheller	628	10,007	1,071	6,138	135	-	1,403	1,748	10,007	772	12,029	1,242	-	12,029	OS 26
OS 30	St. Joseph	2,456	20,309	728	10,971	-	-	972	10,369	20,309	728	21,037	-	-	21,037	OS 30
OS 60	Calgary	896	48,519	2,838	7,832	-	-	-	8,604	48,519	2,838	59,951	-	-	59,951	OS 60
SUB-TOTALS		109,225	3,494,112	156,582	766,371	36,983	8,569	38,279	54,162	1,287,513	24,989	5,747,685	9,237	-	5,776,922	
GRAND TOTALS		\$870,670	\$20,973,993	\$1,108,533	\$5,399,482	\$89,362	\$26,740	\$153,311	\$39,589	\$5,754,513	\$380,637	\$34,933,130	\$164,776	\$2,199	\$35,120,105	





Table No. 13  
CITY SCHOOL DISTRICTS  
Assessments and Requisitions - 1959

No.	Name	Total Assessment	Total Requisition	Average Basic Rate Requisition/Assessment
7	Edmonton Public	244,460,180	9,228,372	37.75
19	Calgary Public	271,831,115	6,516,000	23.97
21	Medicine Hat	29,737,409	1,070,305	36.00
22	Medicine Hat	21,255,455	754,081	35.00
104	Medicine Hat	14,481,142	428,850	34.50
264	Metaskitin	14,565,200	428,850	34.50
1315	Camrose	6,138,020	173,532	35.00
2357	Grande Prairie	9,914,360	279,585	28.20
2472	Drumheller	2,552,746	64,982	25.45
	SUB-TOTALS	605,295,927	18,721,540	30.93
CS 1	Calgary	16,802,465	1,262,125	75.11
CS 7	Edmonton	52,360,560	1,976,611	37.75
CS 9	Grande Prairie	7,133,721	256,816	36.00
CS 15	Sacred Heart	1,162,568	33,621	39.00
CS 21	Red Deer	3,106,990	104,938	31.25
CS 23	St. Louis	624,819	15,905	22.45
CS 28	Drumheller	1,243,830	37,089	32.00
CS 60	St. Joseph	1,261,860	36,241	28.25
	SUB-TOTALS	84,069,403	3,740,017	44.48
	GRAND TOTALS	\$689,365,330	\$22,461,557	32.58

Table No. 14(a)  
CITY SCHOOL DISTRICTS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1952  
CAPITAL RECEIPTS

No.	Name	Cash on Hand and in Bank Beginning of Year	Sale of Real Estate	Provincial Grant	Proceeds of Debentures	Current Borrowings (Capital Accounts)	Transferred from Operational Funds	Other	Total Receipts	Bank Overdraft	Total
7	Edmonton Public	-	56,016	1,442,497	2,775,000	-	-	508,981	4,782,484	-	4,782,484
19	Calgary Public	-	198,265	1,146,479	4,124,000	500,000	-	30,625	5,999,369	-	5,999,369
51	Lethbridge	137,911	-	314,399	490,000	-	-	17,922	960,232	-	960,232
76	Medicine Hat	1,150	25,000	129,837	325,000	-	250,000	15,000	742,987	-	742,987
104	Red Deer	65,623	-	75,790	130,000	-	-	-	211,413	-	211,413
124	Wetaskiwin	28,693	-	-	-	-	-	-	11,603	-	11,603
135	Camrose	23,694	-	-	-	-	-	-	28,694	-	28,694
2357	Grange Prairie	10,524	-	74,800	117,000	-	-	-	202,941	9,650	212,591
2472	Drumheller	-	-	-	-	-	617 2	-	202,941 98	-	202,941 98
	SUB-TOTALS	255,601	279,281	3,183,802	7,961,000	500,000	250,619	572,528	13,002,831	9,650	13,012,481
CS 1	Calgary	573,777	200	386,673	590,000	-	-	7,136	1,557,786	-	1,557,786
CS 7	Edmonton	5,056	6,229	730,978	1,390,000	-	-	21	2,132,284	-	2,132,284
CS 9	Lethbridge	49,386	117,000	98,450	65,000	-	-	-	329,836	-	329,836
CS 15	Sacred Heart	-	-	-	-	-	-	-	-	-	-
CS 17	Red Deer	-	-	-	-	-	-	-	-	-	-
CS 21	St. Louis	-	-	-	-	-	-	-	-	-	-
CS 25	Drumheller	-	-	74,676	110,000	65,200	-	-	249,911	-	249,911
CS 28	St. Joseph	-	-	-	-	-	-	-	6,432	-	6,432
CS 60	Camrose	2,856	-	-	-	-	35 2,736 8,956	-	8,956	-	8,956
	SUB-TOTALS	631,075	123,429	1,290,777	2,155,000	65,200	11,727	8,057	4,285,265	-	4,285,265
	GRAND TOTALS	\$886,676	\$402,710	\$4,474,579	\$10,116,000	\$565,200	\$262,346	\$580,585	\$17,288,096	\$9,650	\$17,297,746

Table No. 14(b)  
CITY SCHOOL DISTRICTS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1959

## CAPITAL PAYMENTS

No.	Name	Bank Over- draft at Beginning of Year	Purchase of Real Estate	Construction of Buildings	Current Borrowings (Capital Account)	Other	Total Payments	Cash on Hand and in Bank at end of Year	Total
7	Edmonton Public	-	79,069	3,953,435	-	750,000	4,782,494	-	4,782,494
19	Calgary Public	-	10,622	1,443,244	500,000	3,142,250	4,088,116	1,035,063	5,999,369
51	Lethbridge	-	-	245,869	-	596,785	842,654	10,148	852,802
76	Medicine Hat	-	-	474,892	-	220,179	695,071	50,316	745,387
104	Red Deer	-	-	165,656	-	34,366	200,022	71,391	271,413
1264	Metaskiwin	-	-	6,922	-	-	6,922	4,881	11,803
1357	Camrose	-	-	-	-	28,000	28,000	694	28,694
2357	Grande Prairie	-	-	206,616	-	5,975	212,591	-	212,591
2472	Drumheller	-	-	-	-	-	-	98	98
	SUB-TOTALS	-	89,691	9,149,624	500,000	1,647,745	11,732,060	1,280,421	13,012,481
CS 1	Calgary	-	10,573	1,081,217	-	158,637	1,250,427	307,359	1,557,786
CS 7	Edmonton	-	56,400	1,596,901	30,000	198,238	1,881,519	250,762	2,132,281
CS 9	Lethbridge	-	-	304,774	-	9,813	314,587	15,269	330,856
CS 15	Sacred Heart	-	-	-	-	-	-	-	-
CS 17	Red Deer	-	-	-	-	-	-	-	-
CS 27	St. Joseph	-	-	-	-	-	-	-	-
CS 25	Drumheller	-	6,000	178,471	65,200	238	249,009	2	249,311
CS 28	St. Joseph	-	-	2,168	-	2,761	4,929	1,563	6,492
CS 60	Camrose	-	-	1,355	-	7,601	8,956	-	8,956
	SUB-TOTAL	-	72,973	3,164,886	95,200	377,248	3,710,307	574,958	4,285,265
	GRAND TOTALS	-	\$162,664	\$12,659,510	\$595,200	\$2,024,993	\$15,442,367	\$1,855,379	\$17,297,746

Table No. 15(a)  
CITY SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952  
Capital and Loan Fund Section

Assets									
No.	Name	Land & Buildings	Furniture & Equipment	Buses & Trucks (depreciated)	Bank Balance	Due From Province (Capital Grant)	Due From Revenue	Other Capital Assets	Total Assets
7	Edmonton Public	23,647,557	-	41,583	388,214	102,437	-	1,750,000	25,488,944
19	Calgary Public	31,557,416	3,435,773	1,915	157,218	708,465	-	556,003	36,816,071
71	Lethbridge	1,521,189	207,870	-	50,316	-	-	252,000	1,781,375
104	Red Deer Est	1,725,121	136,877	-	71,321	-	179	263,412	1,887,713
264	Metaskivin	1,263,317	90,643	-	4,681	-	-	-	1,358,641
1315	Camrose	1,229,486	43,963	-	-	-	-	36,186	1,309,635
2357	Grande Prairie	1,229,486	105,733	-	-	-	-	3,859	1,335,229
2472	Drumheller	272,724	4,393	-	98	-	-	-	277,115
	SUB-TOTALS	68,699,973	4,360,425	43,498	633,572	810,902	179	3,460,081	78,008,630
CS 1	Calgary	7,665,076	532,488	7,323	307,072	97,934	-	10	8,603,903
CS 7	Edmonton	10,557,286	431,883	-	250,765	283,374	170,795	-	11,693,803
CS 15	Lethbridge	1,521,189	112,159	-	15,269	-	4,443	-	1,653,054
CS 19	Sacred Heart	263,256	14,868	-	-	-	-	-	281,124
CS 21	Red Deer	642,377	43,268	-	-	-	-	-	685,645
CS 25	St. Louis	223,750	6,403	7,600	-	74,676	193	10	290,246
CS 28	Drumheller	333,781	22,198	-	1,563	-	3,173	948	358,490
CS 60	Camrose	290,195	25,656	-	-	-	-	-	315,851
	SUB-TOTALS	21,578,740	1,190,656	14,923	574,671	455,984	178,681	968	23,994,623
	GRAND TOTALS	\$90,278,713	\$5,551,081	\$58,421	\$1,208,243	\$1,266,886	\$178,860	\$3,461,049	\$102,003,253

Table No. 15(b)  
CITY SCHOOL DISTRICTS

STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
Capital and Loan Fund Section

Liabilities

No.	Name	Debt (not due)	Due to Revenue a/o	Other Capital Liabilities	Capital Invested	Total Liabilities
7	Edmonton Public	25,833,466	60,099	156,429	—	25,499,994
19	Edmonton Public	15,833,466	28,035	—	19,852,338	36,888,294
51	Lethbridge	638,193	69,037	—	2,808,771	5,516,003
76	Medicine Hat	1,647,250	—	322,988	1,057,482	4,167,726
104	Red Deer	851,025	—	32,882	1,358,481	3,142,393
135	Metaskiwin	488,997	—	—	868,644	1,358,481
155	Camrose	383,591	28,370	—	597,758	1,009,519
2357	Grande Prairie	572,846	—	75,142	733,221	1,335,859
2472	Drumheller	90,000	2	—	187,213	277,215
	SUB-TOTALS	48,733,783	367,501	587,441	28,319,905	78,008,630
CS 1	Calgary	5,146,450	—	1,459,492	2,003,961	8,609,903
CS 7	Edmonton	7,244,070	—	—	4,446,733	11,690,803
CS 15	Lethbridge	7,803,890	—	242,310	685,641	11,688,694
CS 21	Sacred Heart	16,000	—	—	65,741	81,741
CS 27	Red Deer	126,225	2,038	—	153,205	281,438
CS 28	St. Joseph	234,200	—	—	459,046	690,246
CS 28	Drumheller	106,900	—	—	157,890	314,634
CS 28	St. Joseph	103,900	—	46,744	254,430	358,490
CS 60	Camrose	121,240	—	1,000	193,784	316,024
	SUB-TOTALS	13,906,995	2,038	1,749,686	8,339,904	23,994,623
	GRAND TOTALS	\$62,636,778	\$369,539	\$2,337,127	\$36,659,809	\$102,003,253



Table No. 16(a)

## CITY SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952

## Assets

No.	Name	Cash on Hand and in Bank	Due from Other School Boards	Due from Municipalities	Due from Province	Other Accounts Receivable	Prepaid Insurance	Due from Capital	Other Current Assets	Deficit	Total
7	Edmonton Public	50		449,484	52,654	117,490	11,168	60,099	542,189	-	1,176,312
19	Calgary Public	102,573	30,718	-	1,722	111,452	6,852	209,933	146,294	-	1,264,852
51	Lethbridge	3,579	1,722	-	1,274	1,081	5,450	69,037	26,955	-	120,510
176	Medicine Hat	43,883	6,040	-	-	-	3,639	-	45,063	-	100,436
104	Red Deer	44,524	-	-	1,923	3,502	-	-	25,208	-	82,796
135	Regina	7,033	3,138	-	1,789	-	-	-	10	-	3,337
2357	St. Louis	7,205	2,268	-	-	356	2,304	28,370	1,166	-	41,889
2472	St. Joseph	31,579	1,504	-	4,636	975	1,028	-	2,469	943	8,410
	Drumheller							2	-	-	35,068
	SUB-TOTALS	237,246	46,030	449,484	71,276	234,945	30,441	367,501	796,364	943	2,234,230
CS 1	Calgary	43,098	1,930	-	1,750	4,359	22,347	-	26,176	13,578	113,238
CS 9	Edmonton	163,973	-	795	-	-	21,908	-	3,356	-	190,072
CS 15	Lethbridge	19,669	-	-	1,809	20	1,196	-	14,557	-	25,483
CS 17	Sacred Heart	11,070	1,300	-	-	728	852	2,038	5,445	4,700	15,063
CS 21	Red Deer	1,467	504	-	66	784	-	-	3,085	-	5,906
CS 23	St. Louis	1,705	119	-	-	1,405	598	-	-	8,647	11,069
CS 24	Drumheller	1,448	1,224	99	360	-	-	-	-	6,695	9,831
CS 26	St. Joseph	-	-	-	-	-	-	-	-	4,740	4,740
	SUB-TOTALS	243,030	5,077	894	3,985	7,296	55,775	2,038	52,619	38,360	409,074
	GRAND TOTALS	\$480,276	\$51,107	\$450,378	\$75,261	\$242,241	\$86,216	\$369,539	\$848,983	\$39,303	\$2,643,304

Table No. 16(b)  
CITY SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
Revenue Fund Section  
Liabilities

No.	Name	Bank Overdraft	Loans: Due & Unpaid	Arrears of Teacher's Salaries	Debentures Due & Unpaid Prin. & Int.	Due to Other School Boards	Other Accounts Payable	Bus Accounts	Due to Capital	Other Liabilities	Surplus	Total
7	Edmonton Public	232,364	-	-	1,488	-	85,657	253,364	-	695,498	242,783	1,776,312
19	Calgary Public	-	-	-	-	1,184	270,071	998	-	16,867	123,063	1,764,852
51	Lethbridge	-	-	-	-	-	74	-	-	78,715	39,536	120,510
106	Red Deer	-	-	-	-	-	-	30,780	179	6,169	94,088	100,436
264	Regina	-	-	-	-	-	1,088	-	-	22,948	27,980	82,796
1315	Wetaskiwin	246	-	-	-	-	-	-	-	208	3,483	4,837
2357	Camrose	-	-	-	-	-	2,413	-	-	-	39,476	41,889
2472	Grande Prairie	8,382	-	-	1,912	-	28	-	-	-	28,160	35,088
	Drumheller	-	-	-	-	-	5,016	-	-	-	-	-
	SUB-TOTALS	240,992	-	-	3,400	1,184	364,347	285,142	179	740,408	598,578	2,234,230
CS 1	Calgary	-	-	-	65,490	-	22,779	-	170,795	24,669	24,227	113,238
CS 7	Edmonton	-	-	-	-	503	-	3,355	4,443	1,620	3,947	196,642
CS 15	Grande Prairie	-	-	-	383	-	-	-	-	18,497	21,380	26,762
CS 17	Regina	-	-	-	-	-	7,193	3,700	-	2,777	1,033	22,823
CS 21	Red Deer	1,393	-	-	-	-	353	-	-	4,520	-	12,463
CS 25	St. Louis	-	7,600	475	-	278	976	1,547	193	-	1,033	12,463
CS 28	Drumheller	-	-	-	-	-	9,421	-	-	-	-	11,069
CS 60	St. Joseph	410	-	-	-	-	59	-	3,173	-	-	9,831
	Camrose	1,462	-	46	-	-	-	-	-	-	-	4,740
	SUB-TOTALS	3,265	7,600	521	65,873	781	40,781	8,602	178,631	52,383	50,587	409,074
	GRAND TOTALS	\$244,257	\$7,600	\$ 521	\$69,273	\$1,965	\$405,128	\$293,744	\$178,860	\$792,791	\$69,165	\$2,643,304

Table No. 17(a)  
TOWN SCHOOL DISTRICTS  
Revenue - 1952

No.	Name	Operational Grants	Requisition	Other Revenue	Total Operational Revenue	Deficit	Surplus From Previous Year (if used)	Total
CP 35	Thibault	14,666	36,000	4,382	55,098	4,845	2,500	22,403
146	St. Albert	15,978	69,442	29,409	114,829	206	5,405	22,423
1059	Bois River	184,701	206,997	5,620	397,318	9,065	-	22,423
1216	Coleman	72,964	161,846	380	337,213	1,424	-	138,697
1475	Stettler	95,898	21,119	6,069	270,178	13,017	-	283,175
1559	Brooks	93,125	20,699	20,069	207,832	-	-	58,871
2392	St. Louis	143,127	93,638	58,472	295,237	-	-	223,399
2383	St. Clair	125,257	78,481	11,411	215,149	-	-	32,702
2292	Beverly	119,838	177,110	61,132	358,080	10,031	-	32,702
2665	Bonnyville	67,844	50,587	17,246	135,677	4,301	-	159,978
2833	McMurray	16,608	13,722	620	30,950	510	-	31,460
2312	Hanna	61,585	98,460	15,018	175,063	6,766	-	181,829
4590	Bonness	305,943	156,742	4,447	467,132	22,966	-	490,098
4569	West Jasper Place	143,868	642,530	28,297	1,114,795	-	-	1,114,795
4672	West Bonnyville	143,868	73,563	4,459	221,890	-	-	280,897
4372	Devon	143,794	73,563	4,459	221,890	-	-	280,897
5073	Lodgepole	19,951	47,355	6,701	74,007	12,336	-	63,353
	SUB-TOTALS	2,194,094	2,225,820	243,735	4,663,649	101,060	7,905	4,772,614
PS 5	Glen Avon	44,878	23,894	23,730	92,502	1,303	-	93,776
PS 16	St. Albert	44,259	29,150	31,080	104,489	-	-	61,753
CS 18	St. Michael's	29,020	17,027	3,743	50,810	-	-	56,861
CS 23	Theresetta	24,578	11,080	6,358	42,016	1,979	-	34,381
CS 30	Providence	59,101	15,191	10,963	85,255	-	-	80,963
CS 31	St. Mary's	24,068	11,383	3,716	39,167	-	-	44,668
CS 35	St. Thomas More	29,711	12,496	3,760	45,967	694	-	43,967
CS 36	St. Marie	16,037	6,313	4,449	26,799	-	-	22,799
CS 37	Rosary	33,309	4,493	5,413	43,215	-	-	43,215
CS 43	Immaculate Conception	26,528	11,509	8,845	46,882	648	-	39,530
CS 45	Jasper Place	168,207	153,738	16,515	338,460	37,126	-	375,586
CS 46	Beverly	10,190	34,940	3,471	48,601	-	-	45,801
CS 52	Bois River	48,312	23,010	1,860	73,182	4,075	-	69,107
CS 55	High Prairie	40,855	12,559	1,698	55,112	-	-	53,414
CS 56	Cold Lake	60,967	7,068	6,549	74,584	-	-	84,789
CS 64	Provost	22,517	7,928	22,209	52,654	10,245	-	52,654
CS 65	Grand Centre	322	8,082	70	8,474	-	-	11,354
CS 67	Beaverlodge	10,077	3,037	7,619	20,733	2,900	-	26,859
CS 68	Bonness	53,452	12,476	4,531	70,459	6,126	-	46,538
CS 69	St. Louis	8,559	6,319	5,980	20,858	807	-	20,858
CS 73	Picture Butte	-	1,319	330	23,882	2,335	-	26,297
CS 82	Picture Butte	-	1,319	330	23,882	-	-	330
	SUB-TOTALS	871,663	563,477	138,862	1,574,002	68,636	-	1,642,638
	GRAND TOTAL	\$3,065,757	\$2,789,297	\$382,597	\$6,237,651	\$169,696	\$7,905	\$6,415,252

Table No. 17(b)  
NON SCHOOL DISTRICTS

Expenditures - 1991

No.	Name	Administration	Teachers' Salaries	Other Instruction	Plant Operation & Maintenance	Cooperation	Auxiliary Services	Expenditures to Other School Boards	Capital from Current Revenue	Debt Charges	Other Operational Expenditures	Total Operational Expenditures	Surplus	Deficit from Previous Year	Total	No.
00 35	Thibault	2,362	51,461	3,922	12,296	3,207	-	-	-	15,593	387	97,403	-	-	122,403	CP 35
104	St. Albert	6,568	221,795	11,628	29,181	-	70	-	1,335	60,337	70	221,904	-	-	292,231	1
124	High River	1,810	109,874	12,966	29,181	-	-	6,496	21,665	-	-	158,040	-	-	198,281	14
1059	Now River	7,766	321,102	12,966	29,181	-	-	-	1,189	406,383	-	406,383	-	-	812,766	1099
1216	Calmar	2,805	264,141	21,329	29,181	2,805	-	-	2,312	-	-	280,469	-	-	283,274	1216
1379	Shalimar	1,967	97,832	9,487	50,168	2,948	-	-	6,092	-	-	138,017	-	-	140,965	1379
1069	Hardisty	1,486	62,143	3,427	9,129	-	1,344	-	5,842	-	-	70,542	-	-	72,028	1069
2266	Brooks	1,361	131,518	4,811	1,131	629	-	-	5,115	-	-	138,565	-	-	139,926	2266
2283	St. Paul	1,746	188,537	1,210	14,733	-	-	-	3,067	-	-	193,545	-	-	195,291	2283
2283	Sedalia	1,160	68,043	1,160	2,633	-	-	-	1,904	-	-	71,737	-	-	72,897	2283
2666	Sawary	9,055	192,227	2,124	28,570	-	24	15,280	6,444	24,719	25	237,350	-	-	246,379	2666
2666	St. Mary	1,246	48,435	7,603	8,969	-	-	24,892	6,444	43,201	135	113,031	-	-	114,276	2666
2913	Manora	1,215	14,372	8,727	8,828	-	-	2,079	10,716	-	-	25,925	-	-	27,140	2913
4980	Brooks	1,133	143,508	7,727	8,804	-	-	747	59	-	-	149,970	-	-	151,107	4980
4989	Wiss Fisher Place	10,122	327,099	17,779	155,792	-	180	16,077	30,079	-	-	434,077	-	-	434,257	4989
4987	Wainwright	8,133	173,799	17,130	155,792	11,568	-	4,811	10,495	114,282	235	311,149	-	-	322,729	4987
4972	Devon	1,962	171,108	11,169	35,636	-	-	7,547	-	-	-	227,821	-	-	229,783	4972
5093	Leduc	2,697	25,262	3,437	8,443	6,593	1,437	1,005	2,887	-	-	34,195	-	-	36,892	5093
	<b>STB-TOTAL</b>	<b>82,717</b>	<b>3,048,766</b>	<b>177,168</b>	<b>582,768</b>	<b>51,897</b>	<b>5,556</b>	<b>82,559</b>	<b>65,338</b>	<b>560,514</b>	<b>2,731</b>	<b>4,659,468</b>	<b>108,957</b>	<b>4,189</b>	<b>4,772,614</b>	
22 5	Glen Ave	2,137	27,220	1,483	9,209	148	-	-	29,438	-	-	39,715	-	-	41,853	22 5
22 6	St. Albert	6,568	221,795	11,628	29,181	-	-	-	6,496	-	-	238,470	-	-	245,038	22 6
22 10	St. Michael's	677	34,790	4,222	10,230	-	177	-	694	4,372	-	40,463	-	-	45,033	22 10
23	Therapath	1,955	145,122	3,607	3,466	-	-	-	100	-	-	150,188	-	-	152,143	23
23 15	Providence	1,992	42,606	3,263	10,625	-	-	-	6,719	170	-	50,514	-	-	52,504	23 15
23 15	Macquarie	974	26,611	768	1,461	3,449	-	-	8,121	186	-	36,046	-	-	37,317	23 15
23 17	St. Thomas More	927	26,133	509	7,801	-	7	-	5,052	300	-	34,092	-	-	35,019	23 17
23 17	St. Marie	882	27,165	1,432	7,863	-	-	-	1,012	300	-	36,560	-	-	37,742	23 17
23 17	Bozary	882	18,705	1,815	4,227	-	-	-	3,375	-	-	23,112	-	-	23,994	23 17
23 17	Manitoba Canning	882	18,705	1,815	4,227	-	-	-	3,375	-	-	23,112	-	-	23,994	23 17
23 17	Jasper Place	1,142	20,063	98	4,500	-	-	-	483	150	-	25,793	-	-	26,935	23 17
23 17	Beaver	1,142	20,063	98	4,500	-	-	-	483	150	-	25,793	-	-	26,935	23 17
23 17	Taber	1,027	18,187	2,172	5,099	-	-	-	2,343	70,146	-	74,568	-	-	76,915	23 17
23 17	Now River	3,753	2,172	2,172	5,099	-	-	-	865	3,753	-	7,710	-	-	8,575	23 17
23 17	High Prairie	800	26,234	609	1,209	-	-	-	6,828	39	-	33,300	-	-	34,139	23 17
23 17	Gold Lake	426	26,234	1,146	2,209	-	-	-	6,726	160	-	33,300	-	-	34,139	23 17
23 17	Frontier	426	26,234	1,146	2,209	-	-	-	6,726	160	-	33,300	-	-	34,139	23 17
23 17	Grand Centre	426	26,234	1,146	2,209	-	-	-	6,726	160	-	33,300	-	-	34,139	23 17
23 17	Harrold	238	9,498	429	2,522	-	-	-	9,207	-	-	11,227	-	-	11,956	23 17
23 17	Beaver	238	9,498	429	2,522	-	-	-	9,207	-	-	11,227	-	-	11,956	23 17
23 17	Gold Lake	426	26,234	1,146	2,209	-	-	-	6,726	160	-	33,300	-	-	34,139	23 17
23 17	Pinegrove	407	26,234	1,146	2,209	-	-	-	6,726	160	-	33,300	-	-	34,139	23 17
23 17	Now Island	-	-	-	-	-	-	-	10,718	-	-	10,718	-	-	10,718	23 17
	<b>STB-TOTAL</b>	<b>41,875</b>	<b>913,076</b>	<b>57,302</b>	<b>213,415</b>	<b>23,838</b>	<b>2,038</b>	<b>37,107</b>	<b>63,885</b>	<b>217,961</b>	<b>2,718</b>	<b>1,573,025</b>	<b>67,836</b>	<b>1,586</b>	<b>1,640,861</b>	
	<b>GRAND TOTAL</b>	<b>\$124,592</b>	<b>\$3,961,842</b>	<b>\$224,470</b>	<b>\$796,183</b>	<b>\$75,135</b>	<b>\$7,594</b>	<b>\$119,666</b>	<b>\$129,277</b>	<b>\$778,475</b>	<b>\$5,449</b>	<b>\$6,232,493</b>	<b>\$176,793</b>	<b>\$5,772</b>	<b>\$6,415,265</b>	





Table No. 18  
TOWN SCHOOL DISTRICTS  
Assessments and Requisitions - 1959

No.	Name	Total Assessment	Total Requisitions	Average Basic Rate Requisition/Assessment
OP 35	Titabault	1,004,040	36,000	36.86
PS 14	St. Albert	1,432,749	59,710	40.00
PS 15	High River	2,784,450	64,042	23.00
OS 19	Calmar	1,950,645	206,597	106.43
OS 20	Calmar	1,950,645	162,846	124.36
OS 21	Stettler	1,362,648	162,846	37.27
OS 22	Hardisty	621,160	21,119	34.09
OS 23	Brooks	2,720,210	91,638	34.42
OS 24	St. Paul	1,729,040	69,161	40.00
OS 25	Redcliff	2,186,038	78,644	35.97
OS 26	Beverly	6,107,240	177,110	29.00
OS 27	Medicine Hat	1,367,559	50,787	26.92
OS 28	Medicine Hat	1,367,559	38,423	35.59
OS 29	Hanna	2,634,920	58,423	45.43
OS 30	Bovness	5,805,285	156,742	27.00
OS 31	West Jasper Place	17,926,750	642,530	35.84
OS 32	Montgomery	3,349,320	99,693	29.77
OS 33	Devon	2,352,350	75,500	32.10
OS 34	Lodgepole	1,527,573	47,354	31.00
	SUB-TOTALS	64,974,087	2,225,820	34.25
PS 5	Glen Avon	698,235	23,804	34.09
PS 6	St. Albert	727,003	29,080	40.00
PS 16	St. Martin's	183,770	29,130	31.88
OS 18	St. Michael's	1,333,770	17,037	25.00
OS 23	Theressita	277,059	17,037	25.00
OS 30	Providence	510,373	15,191	29.78
OS 31	Mainwright	640,440	22,343	34.88
OS 32	St. John's	261,780	11,780	45.00
OS 33	St. Thomas More	327,503	10,436	32.00
OS 34	St. Marie	100,371	6,113	35.00
OS 37	St. Mary	180,746	6,113	35.00
OS 43	Immaculate Conception	359,740	11,533	35.00
OS 45	Jasper Place	4,389,560	153,738	35.84
OS 52	Beverly	1,101,370	31,640	29.00
OS 54	Taber	1,364,168	51,746	38.20
OS 55	High River	1,354,024	59,010	43.60
OS 57	Good Prairie	1,684,457	15,559	33.50
OS 64	Good Prairie	241,222	7,088	37.00
OS 65	Provost	241,222	8,082	33.00
OS 67	Grand Centre	218,426	8,082	30.00
OS 68	Beaverlodge	101,226	3,037	27.00
OS 69	Bovness	161,990	12,476	30.00
OS 73	Caladale	1,62,995	6,308	38.00
OS 73	Pacific Butte	1,62,995	6,308	38.00
OS 82	Box Island	433,907	14,319	33.00
	SUB-TOTALS	15,906,741	563,477	35.42
	GRAND TOTALS	\$80,880,828	\$2,789,297	34.48

Table No. 13(a)  
TOWN SCHOOL DISTRICTS - CAPITAL RECEIPTS  
AND PAYMENTS AS AT DECEMBER 31, 1959

## CAPITAL RECEIPTS

No.	Name	Cash on Hand and in Bank Beginning of Year	Sale of Real Estate	Provincial Grants	Proceeds of Debtures	Long Term Loans	Current Borrowings (Capital Account)	Transferred From Operational Funds	Other	Total Receipts	Bank Overdraft	Total
CP 35	Tribault	11,680	500	281	-	-	-	-	43,142	55,603	-	55,603
144	St. Albert	100,174	-	159,319	-	-	-	-	-	259,493	-	259,493
1059	High River	29,149	-	92,638	98,500	-	-	1,187	-	192,325	-	192,325
1659	Bow River	3,193	-	341,633	430,000	-	-	16,290	589	817,661	-	817,661
2092	Hardisty	41,245	-	-	-	-	-	-	-	3,193	-	3,193
2263	Brooks	112,369	-	-	460,000	-	164,000	-	-	687,235	-	687,235
2292	St. Paul	112,369	-	-	-	-	-	-	-	187,017	-	187,017
2292	Beverly	23,453	-	68,376	-	-	-	-	-	193,518	-	193,518
2912	Hanna	17,148	-	-	140,000	-	30,000	-	65	17,280	-	17,280
4590	Bowness	-	-	100,722	385,000	-	-	10	132	485,732	-	485,732
4679	West Jasper Place	27,802	-	420,423	430,000	-	-	-	-	850,423	-	850,423
4967	Montgomery	22,507	-	-	-	-	-	-	1,416	29,218	-	29,218
5073	Lodgepole	-	-	29,400	43,000	-	-	-	-	94,907	-	94,907
	SUB-TOTALS	435,361	500	1,212,792	1,986,500	-	1,944,000	17,487	46,207	3,892,847	-	3,892,847
PS 5	Glen Avon	73,293	-	23,650	-	-	-	-	220	97,123	-	97,123
6	St. Albert	52,143	-	104,288	-	-	-	31,000	-	187,731	-	187,731
CS 16	St. Martin's	1,260	-	-	-	-	-	-	-	1,260	-	1,260
CS 30	Providence	1,260	-	-	-	-	-	-	-	1,118	-	1,118
CS 45	Wainwright	3,591	116	-	-	-	3,777	17,083	51,000	325,451	-	325,451
CS 52	Jasper Place	219	235	143,000	107,000	-	-	6,976	110,687	268,117	-	268,117
CS 54	Beverly	-	-	5,500	150,000	-	-	-	-	5,500	-	5,500
CS 55	Taber	5,463	-	-	-	-	-	-	996	31,459	-	31,459
CS 55	Bow River	2,115	-	-	-	-	20,000	5,000	-	3,626	-	3,626
CS 56	High Prairie	4,000	-	-	-	-	1,500	11	-	5,500	-	5,500
CS 64	Gold Lake	4,590	-	66,550	-	-	-	-	-	71,140	-	71,140
CS 67	Red Deer	-	-	77,000	80,000	-	-	-	-	157,000	-	157,000
CS 71	Coaldale	-	-	88,550	95,000	-	22,400	-	-	205,950	-	205,950
CS 79	Picture Butte	-	-	-	-	-	-	-	-	-	-	-
	SUB-TOTALS	147,003	351	508,538	432,000	-	47,677	60,070	162,903	1,358,542	-	1,358,542
	GRAND TOTAL	\$582,364	\$851	\$1,721,330	\$2,418,500	-	\$241,677	\$77,557	\$209,110	\$5,251,389	-	\$5,251,389

Table No. 19(b)  
TOWN SCHOOL DISTRICTS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1960  
CAPITAL PAYMENTS

No.	Name	Purchase of Real Estate	Construction of Buildings	Purchase of Buses	Current Borrowings (Capital Account)	Other	Total Payments	Cash on Hand and in Bank at end of Year	Total
CP 35	Thibault	-	880	-	-	42,671	43,551	12,052	55,603
PS 142	St. Albert	-	188,808	-	-	7,616	196,424	43,069	259,493
PS 143	High River	-	185,984	-	-	6,341	192,325	132,325	324,650
PS 1659	Howe River	30,037	582,364	-	-	38,577	650,978	166,683	817,661
PS 2032	Brooks	-	24,735	-	-	3,193	32,366	5,859	38,225
PS 2228	St. Paul	-	438,667	-	104,000	10,558	553,225	17,267	570,492
PS 2283	Redcliff	-	145,806	-	130,318	18,026	294,150	21,159	315,309
PS 2292	Beverly	-	13,365	-	-	7,284	19,649	-	19,649
PS 2912	Hanna	42,611	13,295	-	-	16,879	72,785	106	72,891
PS 4279	Bowness	-	455,734	-	-	10	455,744	643	456,387
PS 4629	St. Joseph	29,345	823,729	-	-	26,694	850,768	-	850,768
PS 4967	Montgomery	-	18,730	-	-	2	18,732	-	18,732
PS 5073	Lodgepole	-	69,060	-	-	25,847	94,907	12,686	107,593
	SUB-TOTALS	101,993	2,945,957	-	294,318	221,029	3,563,297	329,550	3,892,847
PS 56	Glen Avon	-	725	-	-	74,943	75,668	21,445	97,113
PS 106	St. Albert	-	132,548	-	-	39,777	172,325	15,406	187,731
CS 30	St. Martin's	-	-	-	-	60	-	-	60
CS 31	Providence	-	-	-	-	-	-	1,267	1,267
CS 45	Mainwright	-	-	-	-	-	-	2	2
CS 52	Jasper Place	-	160,846	369	49,631	75,177	286,023	39,428	325,451
CS 54	Beverly	-	2,001	150,000	7,000	10,619	169,620	98,497	268,117
CS 57	Howe River	-	1,316	-	-	5,500	6,816	5,500	12,316
CS 56	High Prairie	20,320	1,260	-	-	5,000	26,456	5,003	31,459
CS 64	Cold Lake	-	-	-	-	4,000	4,000	1,628	5,628
CS 69	Bowness	-	33,238	-	27,000	10,885	71,123	-	71,123
CS 73	Coaldale	9,000	139,554	-	-	2,582	151,136	5,864	157,000
CS 79	Picture Butte	4,900	142,970	-	22,400	7,171	181,441	21,509	202,950
	SUB-TOTALS	34,220	620,528	150,369	106,031	237,330	1,148,478	210,064	1,358,542
	GRAND TOTAL	\$136,213	\$3,566,485	\$150,369	\$400,349	\$458,359	\$4,711,775	\$539,614	\$5,251,389

Table No. 20(a)  
TOWN SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952  
CAPITAL AND LOAN FUND SECTION

## ASSETS

No.	Name	Land and Buildings	Furniture and Equipment	Buses and Trucks (depreciated)	Bank Balance	Due from Province (Capital Grant)	Due from Revenue	Other Capital Assets	Total Assets
CP 35	Thibault	335,845	20,518	-	12,052	-	2,693	42,000	413,108
36	St. Albert	686,572	11,247	-	63,069	-	6,061	1,000	767,567
144	High River	587,929	30,688	-	-	-	-	-	1,769,345
1579	Cow River	1,183,527	27,120	966	166,683	-	-	-	1,218,613
1475	Stettler	867,879	57,056	-	-	-	-	-	924,935
1659	Hardisty	166,344	7,388	-	-	-	1,194	-	174,526
2228	Brooks	443,392	12,577	-	5,859	-	-	-	449,950
2228	St. Paul	897,140	32,458	1,400	47,687	-	9,408	-	998,684
2583	Redcliff	837,705	24,727	-	21,185	-	-	-	865,108
2665	Bonnyville	285,971	22,079	-	-	-	130,318	16,252	1,022,850
2833	McMurray	37,966	8,616	2,923	-	-	-	-	308,050
2912	Hanna	526,183	4,600	-	106	-	-	16,879	49,905
4590	Bonness	1,701,715	75,924	-	843	100,721	1,995	386,768	1,887,768
4679	West Jasper Place	2,975,107	25,020	-	-	-	79,903	500	3,059,070
4872	Montgomery	259,388	29,835	-	12,686	-	-	1,407	376,887
5073	Lodgepole	228,531	17,110	-	-	-	9,997	-	319,223
	SUB-TOTALS	13,832,613	861,169	5,289	329,550	100,721	238,479	78,058	15,145,879
PS 5	Glen Avon	408,049	18,178	-	21,144	-	15,121	-	462,792
PS 16	St. Albert	366,592	23,023	-	15,407	-	-	-	405,022
PS 18	St. Martin's	1,39,058	5,161	-	-	-	-	-	144,219
PS 30	St. Michael's	197,257	19,074	-	-	-	-	-	111,182
PS 33	Theresa	273,057	28,475	-	1,267	-	15,630	1,350	166,270
PS 31	Wainwright	225,436	9,049	-	2	-	-	-	302,799
PS 32	St. John's	110,136	5,778	6,387	-	-	-	-	234,547
PS 35	St. Thomas More	184,678	12,350	-	-	-	-	-	122,361
PS 36	St. Marie	28,868	4,937	-	-	-	-	-	172,958
PS 41	St. Joseph	153,966	8,668	-	-	-	-	-	73,181
PS 43	Immaculate Conception	1,334,819	7,102	-	-	-	-	-	165,694
PS 44	Jasper Place	283,724	64,241	-	39,428	28,000	6,599	83,500	1,566,587
PS 52	Beverly	283,092	14,921	-	98,497	-	-	152,229	519,441
PS 54	Taber	30,310	30,310	-	5,093	-	1,370	251,485	359,485
PS 55	High River	214,775	10,723	100	1,668	-	276	227,440	427,211
PS 64	Gold Lake	257,282	18,589	-	-	-	-	-	275,871
PS 65	Provost	5,121	167,662	4,500	-	-	482	-	157,856
PS 67	Grand Centre	2,819	-	-	-	-	-	-	2,819
PS 68	Beaverlodge	53,657	8,844	-	17	-	-	-	53,657
PS 69	Bonness	119,697	3,130	-	5,864	-	-	1,806	239,434
PS 73	Picture Butte	180,534	6,373	-	21,509	-	1,331	-	158,659
PS 82	Bow Island	-	-	-	-	-	-	-	209,747
	SUB-TOTALS	5,552,204	348,447	10,987	210,064	28,000	45,435	268,385	6,463,522
	GRAND TOTAL	\$19,384,817	\$1,209,616	\$16,276	\$539,614	\$128,721	\$283,914	\$346,443	\$21,909,401

Table No. 20(b)  
TOWN SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
Capital and Loan Fund Section

No.	Name	Debiture Debt (net due)	Capital Loans (net due)	Debiture Principal Payable	Loans Pending Capital Proceeds	Date to Revenue s/c	Other Capital Liabilities	Capital Invested	Total Liabilities
CP 35	Thibault	165,100	-	-	-	-	-	248,008	413,108
CP 36	St. Albert	326,000	-	73,260	-	-	18,827	358,862	778,949
CP 114	High River	278,700	-	-	-	-	527	279,227	779,949
CP 1052	Bow River	998,800	-	-	-	4,790	138,960	726,736	1,768,537
CP 1175	Coeman	28,640	-	-	-	-	-	193,973	218,613
CP 1659	Hardisty	448,695	-	-	-	-	-	498,950	948,935
CP 2092	Brooks	206,640	-	-	-	-	-	115,236	174,926
CP 2228	St. Paul	510,000	-	-	-	6,631	384	592,723	508,288
CP 2283	Redcliff	266,395	-	-	-	-	111,524	267,967	534,366
CP 2625	Beverly	538,245	-	-	-	31,046	-	440,168	578,108
CP 2626	McMurray	54,000	30,000	-	-	-	19,137	1,027,850	1,027,850
CP 2833	Hanna	325,044	-	-	-	-	-	217,050	308,050
CP 2912	Bonness	823,820	-	-	-	-	-	49,505	49,505
CP 4590	West Jasper Place	1,338,740	-	-	-	132	103,510	925,266	1,887,768
CP 4967	McKenney	109,932	-	367,700	-	-	78,903	1,833,427	3,299,070
CP 4972	Derocorp	152,250	-	-	-	549	12,500	408,045	788,794
CP 5073	Lodgepole	-	-	-	-	-	9,997	209,591	319,223
								93,391	257,638
	SUB-TOTALS	6,434,101	30,000	440,960	-	43,748	493,233	7,896,837	15,445,879
PS 5	Glen Avon	230,800	-	-	-	-	-	230,802	462,792
PS 6	St. Albert	187,000	-	-	-	-	1,000	247,519	434,519
PS 16	St. Martin's	448,000	-	-	-	-	-	94,219	542,219
PS 18	St. Michael's	26,960	-	-	-	-	-	74,422	101,382
CS 23	Providence	83,310	-	-	-	-	4,000	118,457	166,270
CS 31	Wainwright	37,250	-	-	-	-	-	282,489	302,799
CS 32	St. John's	37,000	16,720	-	-	12,861	-	193,136	238,947
CS 32	St. Thomas More	63,420	-	-	-	-	-	113,208	174,628
CS 32	St. Marie	22,833	-	-	-	-	-	70,132	92,965
CS 37	Immaculate Conception	82,784	3,270	-	-	-	-	35,610	73,181
CS 43	Jasper Place	839,380	-	-	-	-	-	63,210	902,590
CS 45	Beverly	246,800	-	-	-	2,219	33,999	165,694	415,697
CS 52	Raberger	112,800	-	-	-	-	-	293,422	406,222
CS 54	High River	64,000	-	-	-	6,794	-	288,348	347,502
CS 56	Gold Lake	96,000	1,000	-	20,000	-	-	173,895	255,485
CS 64	Provost	72,000	-	-	-	-	-	161,440	227,440
CS 65	Grand Centre	28,800	-	-	-	-	-	168,871	275,871
CS 67	Beaverlodge	80,000	-	-	-	-	-	2,889	82,889
CS 69	Coaldale	80,000	-	-	-	-	-	25,251	105,251
CS 73	Picture Butte	95,000	-	-	-	457	980	132,584	229,584
CS 82	Bow Island	-	-	-	-	-	23,761	77,000	158,639
								86,966	209,747
	SUB-TOTALS	2,697,711	20,990	-	20,000	22,591	67,320	3,635,210	6,463,522
	GRAND TOTAL	\$9,238,812	\$50,990	\$440,960	\$20,000	\$66,039	\$560,555	\$11,532,047	\$21,909,401



Table No. 21(a)  
TOWN SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
Revenue Fund Section

Assets												
No.	Name	Cash on Hand and in Bank	Due From Other School Boards	Due From Municipalities	Due From Province	Other Accounts Receivable	Prepaid Insurance	Bus Accounts	Due From Capital	Other Current Assets	Deficit	Total
CP 35	Thibault	4,095	2,154	7,053	1,120	-	2,500	-	-	1	-	11,149
144	St. Albert	26,413	-	-	-	75	2,061	-	-	10	-	32,197
107	High River	8,234	-	-	-	-	-	-	4,790	15,010	-	29,440
1216	Coleman	25,845	-	27,081	207	413	-	-	-	312	27,345	59,438
1475	Stettler	4,981	2,345	-	-	154	-	-	-	160	13,017	26,846
1659	Hardisty	35,296	3,000	-	-	-	-	-	6,631	-	-	45,248
2092	Brooks	17,566	-	-	-	11,749	4,026	-	31,646	910	-	33,421
2282	Beaumont	7,567	-	-	321	-	1,283	10	-	-	-	14,146
2292	Beverly	2282	-	-	-	340	1,258	-	-	1,500	-	136,507
2665	Bonnyville	133,199	200	-	-	2,943	-	-	-	26	-	2,759
2833	McMurray	7,607	-	-	-	-	22	-	132	520	-	29,443
2912	Hanna	23,067	3,302	-	84	3,011	4,503	-	-	-	23,445	32,395
4420	Kennedy	125,101	-	-	-	-	2,484	-	549	-	-	125,101
4967	Montgomery	6,064	-	-	-	-	-	-	-	-	-	9,097
4972	Devon	14,669	-	-	-	-	-	-	-	-	-	14,669
5073	Lodgepole	26,671	-	187	-	-	-	3,030	-	70	-	294,558
	SUB-TOTALS	466,837	11,473	34,324	2,787	18,685	20,556	3,040	43,748	18,644	63,807	683,901
PS 5	Glen Avon	7,680	-	-	8,870	2,042	1,873	-	-	400	-	18,893
PS 6	St. Albert	19,087	-	-	-	2,042	1,873	-	-	291	-	23,294
CS 18	St. Martin's	23,493	4,265	-	-	1,691	444	-	-	428	-	30,263
CS 23	Therassita	3,368	2,488	342	127	308	271	-	-	-	-	10,663
CS 30	Providence	15,845	-	500	322	300	-	-	12,861	-	12,272	15,834
CS 31	Mainville	2,540	-	-	-	-	-	-	-	-	-	16,767
CS 32	St. John's	1,083	275	-	-	-	31	-	-	-	-	17,481
CS 32	St. Thomas More	7,380	-	-	-	-	863	-	-	-	-	4,322
CS 37	St. Marie	7,380	-	1,083	-	-	-	-	-	-	-	8,463
CS 43	Immaculate Conception	3,441	-	-	-	-	-	-	-	-	-	5,946
CS 45	Jasper Place	35,177	162	179	2,835	13	-	3,231	2,219	3,983	5,939	82,926
CS 47	Beverly	3,272	-	-	-	-	-	-	2,219	610	37,346	9,766
CS 52	Taber	26,305	-	-	-	-	122	-	6,794	610	-	11,063
CS 54	High Prairie	17,932	900	-	150	399	-	-	-	1,707	-	26,854
CS 56	Gold Lake	361	-	-	729	-	-	-	-	500	-	18,432
CS 57	Provost	10,723	-	-	-	-	203	-	-	360	-	20,500
CS 58	Grand Centre	212	-	-	-	-	-	-	-	-	-	10,926
CS 68	Beaverlodge	10,512	-	-	-	-	-	-	-	-	-	2,900
CS 69	Bonanza	860	188	-	-	758	-	-	-	-	-	10,512
CS 71	Coalsale	2,323	338	-	-	-	-	-	-	-	-	21,322
CS 79	Picture Butte	2,323	-	-	-	394	730	-	457	10	807	6,121
CS 82	Bow Island	350	-	-	-	-	-	10	-	-	-	330
	SUB-TOTALS	204,772	8,616	2,104	13,033	6,385	6,893	3,491	22,291	8,289	96,860	372,734
	GRAND TOTALS	\$671,609	\$20,089	\$36,428	\$15,820	\$25,070	\$27,449	\$6,531	\$66,039	\$26,933	\$160,667	\$1,076,635



Table No. 22(a)  
VILLAGE SCHOOL DISTRICTS  
Revenue - 1952

No.	Name	Operational Grant	Requisition	Other Revenue	Total Operational Revenue	Deficit	Surplus from Previous Year (if used)	Total
142 647 4039	Cochrane Stirling Turner Valley	35,821 30,327 109,716	24,936 38,505 139,203	8,667 27,717 7,545	69,424 71,249 296,466	- 3,055 16,364	12,498 - -	81,922 74,804 272,830
	SUB-TOTALS	175,866	202,644	18,929	397,439	19,419	12,498	429,356
CS 20 CS 24 CS 27 CS 29 CS 50 CS 51	Pontmain St. Aubin St. Rita's St. Ann Assumption Sexsmith	5,372 4,867 6,103 11,122 11,152 14,192	7,253 13,109 10,050 5,300 5,300 6,176	1,268 56 56 324 2,072 8,192	13,893 16,041 16,041 18,462 18,524 26,560	- - - - - 1,037	- - - - - -	13,893 16,041 16,041 18,462 18,524 27,597
	SUB-TOTALS	52,744	36,888	12,509	102,141	1,037	-	103,178
	GRAND TOTALS	\$228,610	\$239,532	\$31,438	\$499,580	\$20,456	\$12,498	\$532,534

**Table No. 22(1)**  
**VILLAGE SCHOOL DISTRICTS**  
**Expenditures - 1952**

No.	Name	Administration	Teacher's Salaries	Other Instruction	Plant Operation & Maintenance	Conveyance	Auxiliary Services	Expenditures in Other School Boards	Capital from Current Revenue	Debt Charges	Other Operational Expenditures	Total Operational Expenditures	Surplus Per Year	Deficit from Previous Year	Total	No.
142	Goshute	977	44,980	635	7,994	2,469	129	-	17,920	5,367	-	80,539	1,383	-	81,922	142
147	Stirling	664	41,388	1,979	7,431	7,431	-	-	4,700	10,135	493	74,604	-	-	74,604	147
14939	Turner Valley	6,752	190,919	8,002	31,445	11,188	79	336	24,114	-	283	272,830	-	-	272,830	14939
	<b>SUB-TOTALS</b>	<b>8,537</b>	<b>279,287</b>	<b>10,616</b>	<b>46,908</b>	<b>19,292</b>	<b>208</b>	<b>336</b>	<b>44,990</b>	<b>17,503</b>	<b>896</b>	<b>427,973</b>	<b>1,383</b>	<b>-</b>	<b>429,356</b>	
CS 20	Portman	944	7,004	864	2,452	-	-	-	-	9	300	10,634	3,272	-	13,906	CS 20
CS 24	St. Aubin	590	4,000	488	1,119	-	-	-	-	50	50	6,017	-	-	6,067	CS 24
CS 27	St. Rita's	288	1,000	969	1,861	-	-	-	-	13,024	5,566	19,415	-	-	19,441	CS 27
CS 49	Killian	90	15,811	372	1,725	-	-	180	514	1,897	673	19,441	21	-	19,462	CS 49
CS 50	Assumption	479	10,155	1,465	2,905	-	-	180	630	1,774	-	17,468	-	-	17,468	CS 50
CS 51	Genanth	469	19,853	245	3,063	718	-	1,263	469	9,007	150	27,597	-	-	27,597	CS 51
	<b>SUB-TOTALS</b>	<b>2,158</b>	<b>53,313</b>	<b>4,083</b>	<b>14,265</b>	<b>718</b>	<b>66</b>	<b>1,823</b>	<b>2,165</b>	<b>14,011</b>	<b>1,171</b>	<b>73,773</b>	<b>9,405</b>	<b>-</b>	<b>103,178</b>	
	<b>GRAND TOTALS</b>	<b>\$10,695</b>	<b>\$332,600</b>	<b>\$14,699</b>	<b>\$61,173</b>	<b>\$20,010</b>	<b>\$274</b>	<b>\$2,159</b>	<b>\$47,055</b>	<b>\$31,514</b>	<b>\$2,067</b>	<b>\$521,746</b>	<b>\$10,788</b>	<b>-</b>	<b>\$532,534</b>	





Table No. 23  
VILLAGE SCHOOL DISTRICTS  
Assessments and Requisitions - 1952

No.	Name	Total Assessment	Total Requisition	Average Basic Rate Requisition/Assessment
142 647 4039	Cochrane Skirling Turner Valley	623,385 810,069 4,646,069	24,936 38,505 139,203	40.00 47.05 30.00
	SUB-TOTALS	6,081,854	202,644	33.32
CS 20 CS 24 CS 27 CS 49 CS 50 CS 51	Pontmain St. Aubin St. Rita's Killam Assumption Sexsmith	130,505 120,541 388,222 243,108 118,150 130,490	7,253 3,109 10,060 5,950 5,300 4,176	37.99 25.00 25.75 27.80 14.86 32.00
	SUB-TOTALS	1,195,229	36,888	30.86
	GRAND TOTALS	\$7,277,083	\$239,532	32.91

Table No. 24(a)  
VILLAGE SCHOOL DISTRICTS - CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1952  
CAPITAL RECEIPTS

No.	Name	Cash on Hand and in Bank Beginning of Year	Sale of Real Estate	Provincial Grants	Proceeds of Debentures	Transferred From Operational Funds	Other	Total Receipts	Bank Overdraft	Total
14-2 64-7 4039	Cochrane Stirling Turner Valley	4,331 2,459 -	- - -	11,000 84,136 -	- 290,800 -	- - -	- - -	15,331 2,459 374,936	- - -	15,331 2,459 374,936
	SUB-TOTALS	6,790	-	95,136	290,800	-	-	392,726	-	392,726
OS 20 OS 27 OS 50	Pontmain St. Rita's Assumption	29,080 - 555	1,800 - -	21,835 37,845 -	28,000 - -	14,512 -	3,294 6,319 -	82,209 60,476 555	- - -	82,209 60,476 555
	SUB-TOTALS	29,635	1,800	59,680	28,000	14,512	9,613	143,240	-	143,240
	GRAND TOTALS	\$36,425	\$1,800	\$154,816	\$318,800	\$14,512	\$9,613	\$535,966	-	\$535,966

Table No. 24(b)  
VILLAGE SCHOOL DISTRICTS CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1952  
CAPITAL PAYMENTS

No.	Name	Purchase of Real Estate	Construction of Buildings	Current Borrowings (Capital Acct.)	Other	Total Payments	Cash on Hand and in Bank at end of year	Total
14-2 64-7 4039	Cochrane Stirling Turner Valley	1,043 - -	14,288 2,459 338,843	1,194 -	- 6,358	15,331 2,459 345,171	- 29,765	15,331 2,459 345,171
	SUB-TOTALS	1,043	354,396	1,194	6,358	362,961	29,765	392,726
CS 20 CS 27 CS 50	Pontmain St. Rita's Assumption	- - -	67,231 60,476 -	- -	1,113 -	68,344 60,476	13,865 555	82,209 60,476 555
	SUB-TOTALS	-	127,707	-	1,113	128,820	14,420	143,240
	GRAND TOTALS	\$1,043	\$482,103	\$1,194	\$7,471	\$491,781	\$44,185	\$535,966

Table No. 25(a)

## VILLAGE SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959

## Capital and Loan Fund Section

## Assets

No.	Name	Land & Buildings	Furniture & Equipment	Buses & Trucks (depreciated)	Bank Balance	Due From Province (Capital Grant)	Due From Revenue	Other Capital Assets	Total Assets
142 647 4039	Cochrane Stirling Turner Valley	164,414 205,230 769,226	7,723 20,156 76,956	- 8,337 -	- 29,765 -	- 84,135 -	- 3,872 -	- - -	172,137 265,586 972,591
	SUB-TOTALS	1,178,870	105,035	8,337	29,765	84,135	3,872	-	1,410,014
CS 20 CS 24 CS 27 CS 49 CS 50 CS 51	Pontmain St. Aubin St. Rita's Kilham Assumption Sexsmith	107,222 16,475 91,048 44,255 39,481 156,842	6,445 3,602 5,142 - 4,021 8,620	- - - - - -	13,865 - - - 555 -	- 37,845 - - - -	- - - 422 -	742 - - - - -	128,274 20,077 134,635 44,455 44,459 165,462
	SUB-TOTALS	455,923	27,830	-	14,420	37,845	422	742	537,182
	GRAND TOTALS	\$1,634,793	\$132,865	\$8,337	\$44,185	\$121,980	\$4,294	\$742	\$1,947,196

Table No. 25(b)

## VILLAGE SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952

## Capital and Loan Fund Section

## Liabilities

No.	Name	Debt (not due)	Due to Revenue a/c	Other Capital Liabilities	Capital Invested	Total Liabilities
142 647 4039	Cochrane Stirling Turner Valley	63,000 114,100 290,800	- - -	- - 64,673	109,137 151,436 616,818	172,137 265,586 972,291
	SUB-TOTALS	467,900	-	64,673	877,441	1,410,014
CS 20 CS 24 CS 27 CS 49 CS 50 CS 51	Pontmain St. Aubin St. Rita's Kilham Assumption Sexsmith	28,000 195 - 15,070 23,520 105,960	7,627 - 14,711 - - -	14,914 - 9,061 - - -	77,733 19,882 111,063 29,185 20,959 59,502	128,274 20,077 134,635 144,255 44,479 165,462
	SUB-TOTALS	172,745	22,138	23,975	318,324	537,182
	GRAND TOTALS	\$640,645	\$22,138	\$88,648	\$1,195,765	\$1,947,196

Table No. 26(a)

## VILLAGE SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952

## Revenue Fund Section

## Assets

No.	Name	Cash on Hand and in Bank	Due from Other School Boards	Due from Municipalities	Due from Province	Other Accounts Receivable	Prepaid Insurance	Bus Accounts	Due from Capital	Other Current Assets	Deficit	Total
142 647 4039	Cochrane Stirling Turner Valley	12,126 11,537 3,514	- - -	- - -	- - -	395 - -	- 7,483 -	- 2,750 -	- -	- 875 513	- - -	12,521 12,322 45,686
	SUB-TOTALS	44,177	-	-	-	395	7,483	2,750	-	1,394	-	60,499
CS 20 CS 24 CS 27 CS 49 CS 50 CS 51	Pontmain St. John St. Rita's Kilham Assumption Sexsmith	6,816 1,800 2,402 2,939 3,436 1	- - - - 144 -	- 762 - - - -	- 58 - - - -	- - - - - -	- - - - - -	- - - - - -	7,627 14,511 - - -	200 - 9,400 - - -	- - - - 5,922 -	14,643 14,643 26,137 939 3,436 6,367
	SUB-TOTALS	15,980	144	762	58	-	-	-	22,138	9,600	5,922	54,904
	GRAND TOTALS	\$64,157	\$144	\$762	\$ 58	\$395	\$7,483	\$2,750	\$22,138	\$10,994	\$5,922	\$115,403

Table No. 26(b)

## VILLAGE SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1953

## Revenue Fund Section

## Liabilities

No.	Name	Bank Overdraft	Arrears of Teachers' Salaries	Other Accounts Payable	Bus Account	Due to Capital	Other Liabilities	Surplus	Total
142 647 4039	Ochane Stirling Turner Valley	- - -	- 12,476 -	1,343 - 2,030	- - 352	- - 3,872	9,980 - -	1,198 2,312 26,936	12,521 2,312 45,566
	SUB-TOTALS	-	12,476	3,373	352	3,872	9,980	30,446	60,499
CS 20 CS 24 CS 27 CS 29 CS 50 CS 51	Pontmain St. Aubin St. Rita's Killam Assumption Assumption	- - - - - 34	- - 619 - - 2,668	2,650 - - - 35 3,685	- - - - -	- - - 422 -	- - - 172 -	11,993 3,182 25,718 859 2,867 -	14,643 3,182 26,337 859 3,326 6,367
	SUB-TOTALS	34	3,287	6,350	-	422	172	44,639	54,904
	GRAND TOTALS	\$ 34	\$15,763	\$9,723	\$352	\$4,294	\$10,152	\$75,085	\$115,403



Table No. 27(a)  
 CONSOLIDATED SCHOOL DISTRICTS  
 Revenue - 1959

No.	Name	Operational Grants	Requisition	Total Revenue	Total Operational Revenue	Deficit	Surplus from Previous Year (if used)	Total
8	Barons	28,083	40,624	2,008	70,715	-	-	70,715
28	Lousana	28,488	9,500	2,857	40,845	-	-	40,845
42	Great Bend	12,230	12,375	304	24,889	-	-	24,889
45	Greenburg	28,774	60,248	5,877	125,103	-	6,520	131,623
50	Manton	16,174	76,876	7,521	109,171	-	-	109,171
51	Parkland	16,100	76,876	8,684	101,660	-	-	101,660
62	Galuhad	31,466	23,339	3,782	58,591	-	-	58,591
69	Felher	67,856	47,977	5,262	121,095	-	7,347	128,442
78	Crossmoat	139,189	114,233	2,777	256,199	-	-	256,199
79	Cherry Point	5,522	1,642	-	7,164	-	930	8,094
	GRAND TOTAL	\$434,086	\$386,394	\$35,283	\$855,763	-	\$14,797	\$870,560



Table No. 27(b)  
CONSOLIDATED SCHOOL DISTRICT  
Grandchildren - 1959

No.	Name	Administration	Members	Representatives	Plant Operation & Maintenance	Compensation	Secretary	Structures	Capital From Income	Other Charge	Capital Expenditures	Plant Expenditures	Surplus	Total	No.
1	Banka	2,119	13,471	1,719	7,188	5,778	1,018	1,760	5,300	1,375	69	65	5,186	70,725	1
2	First Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	2
3	Second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	3
4	Third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	4
5	Fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	5
6	Fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	6
7	Sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	7
8	Seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	8
9	Eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	9
10	Ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	10
11	Tenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	11
12	Eleventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	12
13	Twelfth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	13
14	Thirteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	14
15	Fourteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	15
16	Fifteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	16
17	Sixteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	17
18	Seventeenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	18
19	Eighteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	19
20	Nineteenth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	20
21	Twentieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	21
22	Twenty-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	22
23	Twenty-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	23
24	Twenty-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	24
25	Twenty-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	25
26	Twenty-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	26
27	Twenty-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	27
28	Twenty-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	28
29	Twenty-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	29
30	Twenty-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	30
31	Thirtieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	31
32	Thirty-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	32
33	Thirty-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	33
34	Thirty-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	34
35	Thirty-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	35
36	Thirty-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	36
37	Thirty-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	37
38	Thirty-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	38
39	Thirty-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	39
40	Thirty-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	40
41	Fortieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	41
42	Forty-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	42
43	Forty-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	43
44	Forty-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	44
45	Forty-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	45
46	Forty-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	46
47	Forty-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	47
48	Forty-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	48
49	Forty-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	49
50	Forty-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	50
51	Fiftieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	51
52	Fifty-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	52
53	Fifty-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	53
54	Fifty-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	54
55	Fifty-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	55
56	Fifty-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	56
57	Fifty-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	57
58	Fifty-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	58
59	Fifty-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	59
60	Fifty-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	60
61	Sixtieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	61
62	Sixty-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	62
63	Sixty-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	63
64	Sixty-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	64
65	Sixty-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	65
66	Sixty-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	66
67	Sixty-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	67
68	Sixty-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	68
69	Sixty-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	69
70	Sixty-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	70
71	Seventieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	71
72	Seventy-first Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	72
73	Seventy-second Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	73
74	Seventy-third Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	74
75	Seventy-fourth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	75
76	Seventy-fifth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	76
77	Seventy-sixth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	77
78	Seventy-seventh Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	78
79	Seventy-eighth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	79
80	Seventy-ninth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	80
81	Eightieth Ward	2,000	12,000	1,000	4,000	3,000	800	1,200	2,000	246	146	134	5,176	12,121	81
82	Eighty-first Ward	2,000	12,000	1,000	4,000	3									



## CONSOLIDATED SCHOOL DISTRICTS

## Assessments and Requisitions - 1952

No.	Name	Total Assessment	Total Requisition	Average Basic Rate Requisition/Assessment
8	Barons	1,317,570	40,624	30.83
38	Lousana	360,130	9,500	27.93
42	Great Bend	397,210	12,550	31.60
45	Forestburg	1,628,325	60,248	27.00
50	Nanton	2,299,050	57,476	25.00
51	Parkland	728,030	19,000	23.81
62	Gailbad	555,695	23,339	42.00
68	Falher	1,358,710	47,977	36.66
76	Crowsnest	312,816	114,233	25.93
79	Cherry Point	51,421.15	1,622	40.00
GRAND TOTALS		\$11,905,751	\$386,394	32.45

Table No. 22

## CONSOLIDATED SCHOOL DISTRICTS

## CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1959

## CAPITAL RECEIPTS

No.	Name	Cash on Hand and in Bank Beginning of Year	Provincial Grant	Proceeds of Debentures	Long Term Loans	Current Borrowings (Capital Account)	Transferred From Operational Funds	Other	Total Receipts	Bank Overdraft	Total
45	Forestburg	1,462	33,000	-	16,071	12,000	188	-	65,721	-	65,721
62	Gailbad	50,432	71,640	-	-	63,000	-	-	185,072	-	185,072
76	Falher	-	145,131	190,000	-	-	-	3,000	3,000	-	3,000
	Crowsnest	-	-	-	-	-	-	202,259	537,390	-	537,390
GRAND TOTAL		\$57,894	\$249,771	\$190,000	\$16,071	\$75,000	\$188	\$205,259	\$791,183	-	\$791,183

## CAPITAL PAYMENTS

No.	Name	Construction of Buildings	Current Borrowings (Capital Account)	Other	Total Payments	Cash on Hand and in Bank at end of Year	Total
45	Forestburg	53,721	12,000	-	65,721	-	65,721
62	Gailbad	104,525	63,000	13,815	181,340	3,732	185,072
69	Falher	-	-	3,000	3,000	-	3,000
76	Crowsnest	260,614	-	200,000	460,614	76,776	537,390
GRAND TOTAL		\$418,860	\$75,000	\$216,815	\$710,675	\$80,508	\$791,183

Table No. 30(a)  
 CONSOLIDATED SCHOOL DISTRICTS  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952  
 Capital and Loan Fund Section  
 Assets

No.	Name	Land & Buildings	Furniture & Equipment	Buses & Trucks (depreciated)	Bank Balance	Due from Province (Capital Grant)	Due from Revenue	Other Capital Assets	Total Assets
8	Barons	59,558	13,855	7,213	-	-	-	-	80,626
38	Louana	21,059	3,225	-	-	-	-	-	30,284
42	Great Bend	49,338	5,220	-	-	-	-	-	54,558
45	Forestburg	385,087	17,829	1,500	869	-	5,454	3,000	408,265
50	Nanton	175,000	11,532	13,654	-	-	-	-	202,186
51	Parkland	26,492	9,600	9,677	-	-	-	-	45,769
62	Galiland	24,126	18,589	-	3,732	-	-	-	46,447
68	Palmer	42,522	18,589	20,093	-	-	-	-	81,204
73	Groesnest	13,500	3,014	-	76,776	145,131	-	36,583	237,000
79	Cherry Point	-	5,234	8,500	-	-	-	-	27,234
	GRAND TOTALS	\$1,834,006	\$139,143	\$66,152	\$81,377	\$145,131	\$5,454	\$39,583	\$2,310,846

Table No. 30(b)  
 CONSOLIDATED SCHOOL DISTRICTS  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952  
 Capital and Loan Fund Section  
 Liabilities

No.	Name	Debt (not due)	Capital Loans (not due)	Debt (not due)	Loans Pending Capital Proceeds	Due to Revenue s/c	Other Capital Liabilities	Capital Invested	Total Liabilities
8	Barons	1,313	-	-	-	-	-	79,313	80,626
38	Louana	-	-	-	-	-	-	30,284	30,284
42	Great Bend	147,700	15,071	-	-	-	-	162,771	162,771
45	Forestburg	55,600	-	-	-	-	-	55,600	108,282
50	Nanton	109,900	-	-	-	-	-	109,900	205,186
51	Parkland	165,269	-	-	-	-	-	165,269	45,769
62	Galiland	190,000	-	-	-	-	-	190,000	262,769
68	Palmer	190,000	-	-	-	-	-	190,000	45,769
73	Groesnest	190,000	-	-	-	-	-	190,000	45,769
79	Cherry Point	-	2,500	1,250	-	-	76,171	23,484	738,473
	GRAND TOTALS	\$670,478	\$18,571	\$1,250	\$12,000	\$8,133	\$76,171	\$1,524,243	\$2,310,846



Table No. 31(a)

## CONSOLIDATED SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959

## Revenue Fund Section

## Assets

No.	Name	Cash on Hand and in Bank	Due from Other School Boards	Due from Municipal- ities	Due from Province	Other Accounts Receivable	Prepaid Insurance	Due from Capital	Other Current Assets	Deficit	Total
8	Barons	23,136	-	-	242	45	843	-	1,000	-	25,266
38	Lousana	9,888	1,077	-	-	-	372	-	400	-	11,737
42	Great Bend	6,936	-	-	-	10	170	-	-	-	7,116
47	Forestburg	8,869	-	-	-	-	-	-	530	-	9,399
50	Kearney	10,087	-	-	-	-	-	-	-	-	10,087
51	Parkland	7,088	-	-	-	-	-	-	-	-	7,088
62	Galahad	1,697	-	-	-	-	-	-	-	-	1,697
69	Falher	3,694	-	6,000	-	-	-	3,374	-	-	13,018
78	Crowsnest	33,004	24	-	215	8	3,053	4,759	8,113	-	49,176
79	Cherry Point	3,589	-	-	330	-	-	-	-	-	919
	GRAND TOTALS	\$99,318	\$1,101	\$6,000	\$787	\$63	\$4,438	\$8,133	\$10,043	-	\$129,883

Table No. 31(b)

## CONSOLIDATED SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959

## Revenue Fund Section

## Liabilities

No.	Name	Due to Other School Boards	Due to Province	Other Accounts Payable	Bus Accounts	Due to Capital	Other Liabilities	Surplus	Total
8	Barons	-	-	569	790	-	-	23,907	25,266
38	Lousana	2,030	6	108	-	-	327	9,266	11,737
42	Great Bend	1,260	-	440	-	-	-	7,116	7,116
47	Forestburg	-	-	-	230	5,454	59	7,116	7,116
50	Kearney	-	-	-	-	-	-	4,613	4,613
51	Parkland	-	-	-	-	-	-	7,488	7,488
62	Galahad	-	-	-	-	-	-	3,697	3,697
69	Falher	-	-	-	-	-	-	13,018	13,018
78	Crowsnest	-	-	2,787	-	-	4,899	41,490	49,176
79	Cherry Point	-	-	19	-	-	-	900	919
	GRAND TOTALS	\$3,290	\$ 6	\$3,923	\$1,020	\$5,454	\$5,285	\$110,905	\$129,883

Table No. 12(a)  
RURAL SCHOOL DISTRICTS  
Revenue - 1952

No.	Name	Operational Grants	Requisition	Other Revenue	Total Operational Revenue	Deficit	Surplus From Previous Yr. (if used)	Total
102	Barst	8,129	103,483	7,276	193,888	440	-	194,328
106	Camrose	38,724	69,401	7,536	108,661	-	-	108,661
126	Merley	1,395	2,395	-	3,790	1,696	-	5,486
1063	Lake Louise	3,836	3,500	15	7,351	-	-	7,351
1699	Exshaw	15,194	50,000	7,899	73,093	-	-	73,093
1892	Rosenheim	1,039	4,191	6,292	11,522	-	-	11,522
2093	Western Ridge	3,137	3,137	115	7,099	1,607	-	8,706
2094	Hokenheim	2,015	3,445	-	4,460	672	-	5,132
3053	Jasper	62,528	87,287	5,326	151,136	17,164	-	168,299
3054	Asper	2,528	2,528	-	5,136	-	-	5,136
3055	Alameda	5,997	2,245	-	8,242	-	-	8,242
3722	Grouard	17,280	7,000	-	17,280	-	-	17,280
4152	Seebe	3,751	5,325	600	11,351	-	-	11,351
4233	Waterton Park	7,359	1,425	1,425	14,209	1,887	-	16,096
4525	Acorn	4,702	570	160	5,439	-	-	5,439
4561	Fort Fitzgerald	3,186	674	-	3,860	-	-	3,860
4564	Inverberg	2,185	422	1,541	2,571	-	-	2,571
4604	South Wapiti	482	466	-	2,177	-	-	2,177
4623	Chisholm	4,860	926	100	5,886	431	-	6,317
4632	Chisholm	10,033	2,332	-	12,365	470	-	12,835
4689	Faraway	2,627	2,505	115	5,247	577	-	5,824
4835	Conklin	2,317	268	131	2,716	-	-	2,716
4910	Chilweyan	4,483	831	235	5,549	412	-	5,961
4911	Chilweyan	10,423	813	244	11,470	165	-	11,635
4974	Arbison Creek	4,918	147	-	5,065	-	-	5,065
4979	Arbison Creek	6,032	364	60	6,456	856	-	7,312
5005	Bridge Creek	52,643	14,514	146	67,303	3,220	-	70,523
5054	Hays	6,786	777	3,650	11,223	1,150	-	12,373
5066	St. Isidore	2,925	2,925	6	2,931	-	-	2,931
5085	Burns Camp	2,451	7,838	204	10,493	-	-	10,493
5086	Cynthia Mountain	2,451	2,451	-	4,902	1,058	-	5,960
5093	Pelican Mountain	2,451	151	436	3,038	-	-	3,038
5094	Leighton Lake	8,333	-	5,000	13,333	2,483	-	15,816
5098	Kerstone Valley	1,828	1,786	32	3,646	206	-	3,852
5099	Loon Lake	5,481	300	-	5,781	-	-	5,781
5100	Kananskis	1,300	2,193	300	3,493	-	-	3,493
5104	Clear River	6,160	-	-	6,160	-	-	6,160
5110	Sweet Grass	845	-	-	845	1,438	-	2,283
	SUB-TOTALS	401,556	380,143	42,447	824,146	35,932	-	860,078

Table No. 12(a). (Continued)  
 RURAL SCHOOL DISTRICTS (Continued)  
 Revenue - 1959

No.	Name	Operational Grants	Requisition	Other Revenue	Total Operational Revenue	Deficit	Surplus From Previous Yr. (if used)	Total
CS 4	Jubilee	3,706	244	708	4,658	-	-	4,658
CS 26	Fort Vermilion	24,524	1,630	3,439	29,593	2,667	-	30,360
CS 29	Stenopaid	34,898	4,500	1,284	40,682	2,622	-	43,304
CS 34	St. Joseph	3,528	3,399	-	6,927	-	-	6,927
CS 39	St. Jacques	2,186	1,915	10,125	14,226	-	-	16,413
CS 40	St. Jerome	1,936	1,912	-	3,848	-	-	3,848
CS 41	St. Girard	1,493	1,383	-	2,876	-	-	2,876
CS 42	Mazenod	1,628	1,383	-	3,011	-	-	3,011
CS 43	St. Monica	1,819	1,202	-	3,021	-	-	3,021
CS 44	St. Laurent	1,360	3,874	-	5,234	-	-	5,234
CS 47	St. Joseph	8,746	2,264	-	11,010	-	-	11,010
CS 48	Duverney	1,253	1,175	5,193	7,621	-	-	7,621
CS 53	Brenay	1,253	1,175	-	2,428	-	-	2,428
CS 57	Fort Chipewyan	12,631	940	250	13,821	5,362	-	19,183
CS 58	Mount Star	1,094	1,776	2,102	5,972	-	-	5,972
CS 59	Morning View	1,024	1,706	-	2,730	-	-	2,730
CS 61	Kleskun Hill	584	1,040	-	1,624	-	-	1,624
CS 62	McKenney	836	1,397	-	2,233	-	-	2,233
CS 63	McKenney	1,407	1,407	-	2,814	-	-	2,814
CS 65	Provost	22,417	7,258	22,209	51,884	-	-	51,884
CS 70	Hayter	2,417	1,418	-	3,835	-	-	3,835
CS 71	Luxemburg	589	1,418	-	2,007	-	-	2,007
CS 74	South Coaldale	356	2,286	132	2,774	326	-	3,100
CS 76	North Coaldale	451	2,563	10	3,024	-	-	3,024
CS 77	East Coaldale	404	2,563	4	3,071	-	-	3,071
CS 78	Glenora	641	1,830	2	2,473	-	-	2,473
CS 79	Battarsa	326	2,090	-	2,416	-	-	2,416
CS 80	Egremont	2,326	812	-	3,138	338	-	3,476
			2,009	714	5,119	1,651	-	6,770
	SUB-TOTALS	126,816	54,164	46,172	227,152	11,066	-	238,218
	GRAND TOTAL	\$528,372	\$434,307	\$88,619	\$1,051,298	\$46,998	-	\$1,098,296

Private, Metis and Department of  
 National schools omitted.









Table No. 11  
RURAL SCHOOL DISTRICTS  
Assessments and Requisitions - 1959

No.	Name	Total Assessment	Total Requisition	Average Basic Rate Requisition/Assessment
102	Barff	10,304,502	103,483	10.00
168	Canmore	1,144,360	69,403	60.65
169	Marley	119,775	2,395	20.00
1043	Maria Louise	1,158,510	3,500	3.00
1699	Rosenhelm	3,038,455	50,000	18.46
1892	Western Ridge	177,000	4,181	23.60
2094	Hokenhelm	135,000	2,847	33.00
3063	Jasper	4,673,270	84,307	33.00
3201	Nordegg	182,075	2,628	33.00
3209	Ridley	27,552	2,245	33.00
4152	Stettin	209,270	2,858	18.50
4233	Westerton Park	116,450	2,000	18.50
4525	Acorn	13,710	5,325	33.45
4561	Fort Fitzgerald	13,710	270	6.00
4586	Antonberg	14,070	274	30.00
4604	Independent Valley	5,470	432	20.00
4623	South Wapiti	26,450	66	35.00
4633	Fairholm	77,740	926	15.00
4689	Conklin	33,500	2,332	30.00
4835	Grovedale	10,255	2,505	30.00
4910	Chilpewyan	20,324	268	25.00
4924	Anzac	5,905	811	35.00
4979	Bridge Creek	10,410	117	40.00
4984	Key's Isadore	362,850	364	52.00
5005	Burns Camp	15,530	147	40.00
5064	Cynthia	313,545	14,514	40.00
5085	Pallacan Mountain	825	777	50.00
5088	Iosegun	3,763	7,838	25.00
5093	Keystone Valley	51,035	151	35.00
5098	Kananaskis	81,245	1,786	40.00
5100			2,193	20.00
	SUB-TOTALS	23,276,336	380,143	17.05

Table No. 33 (Continued)  
 RURAL SCHOOL DISTRICTS (Continued)  
 Assessments and Requisitions - 1959

No.	Name	Total Assessment	Total Requisition	Average Basic Rate Requisition/Assessment
PS 4	Jubilee	8,120	244	30.00
CS 26	Port Vermilion	49,364	1,630	31.02
CS 29	Clarendon	155,100	4,500	28.00
CS 34	Ste. Bernadette	121,405	3,399	28.00
CS 39	St. Jerome	68,410	1,915	28.00
CS 40	St. Jacques	43,040	1,352	28.00
CS 41	St. Girard	13,210	1,385	32.00
CS 42	St. Joseph	37,566	1,202	32.00
CS 43	St. Monica	159,140	3,874	30.00
CS 46	Crossroads	56,600	2,264	40.00
CS 47	St. Laurent	29,395	1,175	40.00
CS 48	Duverny	18,000	530	32.00
CS 53	Beynat	56,146	1,772	32.00
CS 57	Fort Chipewyan	51,890	1,502	32.00
CS 58	Mount St. Mary	12,890	408	32.00
CS 61	St. Charles	31,580	1,010	32.00
CS 63	Klabin Hill	43,650	1,397	32.00
CS 62	Equity	13,960	1,407	32.00
CS 65	MacHenry	28,229	7,928	33.00
CS 66	Provost	48,140	1,438	33.00
CS 70	Hayter	49,980	1,438	33.00
CS 71	Luxemburg	69,150	2,563	32.00
CS 74	South Osedale	57,460	1,830	38.00
CS 75	North Osedale	48,140	1,830	38.00
CS 76	East Osedale	63,320	2,090	33.00
CS 77	Granite Falls	24,590	812	33.00
CS 78	Batterssea	66,970	2,009	36.00
CS 80	Agrement			
	SUB-TOTALS	1,682,504	54,164	34.66
	GRAND TOTALS	\$24,926,840	\$4,344,307	18.20

Private, Metis and Department of  
 National Defence schools omitted.

Table No. 34(a)  
RURAL SCHOOL DISTRICTS CAPITAL RECEIPTS AND PAYMENTS AS AT DECEMBER 31, 1952  
CAPITAL RECEIPTS

No. Name	Cash on Hand and in Bank Beginning of Year	Provincial Grants	Proceeds of Debentures	Current Borrowings (Capital Account)	Other	Total Receipts	Bank Overdraft	Total
3063 Jasper	2,977	-	200,000	-	-	202,977	-	202,977
5088 Pelican Mountain	-	2,500	-	-	-	2,500	-	2,500
5099 Loon Lake	-	7,400	-	-	-	7,400	-	7,400
GRAND TOTALS	\$2,977	\$9,900	\$200,000	-	-	\$212,877	-	\$212,877

Table No. 34(b)  
CAPITAL PAYMENTS

No. Name	Construction of Buildings	Other	Total Payments	Cash on Hand and in Bank at end of year	Total
3063 Jasper	-	201,316	201,316	1,661	202,977
5088 Pelican Mountain	1,215	1,285	2,500	-	2,500
5099 Loon Lake	6,978	1,414	7,392	8	7,400
GRAND TOTALS	\$8,193	\$203,015	\$211,208	\$1,669	\$212,877

Table No. 35(a)  
 RURAL SCHOOL DISTRICTS  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1929  
 CAPITAL AND LOAN FUND SECTION

## Assets

No.	Name	Land & Buildings	Furniture & Equipment	Buses & Trucks (depreciated)	Bank Balance	Due from Revenue	Other Capital Assets	Total Assets
102	Banff	466,874	23,187	-	-	-	-	506,061
168	Camrose	228,362	1,147	-	-	-	-	267,817
1063	Lake Louise	118,960	17,603	5,100	-	-	-	20,430
1832	Rosenhams	-	-	5,489	-	-	-	142,163
2083	Western Ridge	1,900	200	-	-	-	-	5,489
2094	Hokenheim	1,000	25	-	-	-	-	1,025
3063	Jasper	471,814	62,491	-	1,661	200,000	-	735,956
3211	Atlee	143	-	-	-	-	-	869
3389	St. Leonard	143	-	-	-	-	-	880
4122	Waterton Park	23,780	3,877	-	-	-	-	143
4235	Acornb	4,319	100	-	-	-	-	27,225
4525	Independent Valley	1,500	300	-	-	-	-	4,457
4604	South Wapiti	1,591	315	-	-	-	-	1,800
4623	Chisholm	12,524	3,800	-	-	-	-	6,526
4632	Faraway	9,623	1,732	-	-	-	-	19,167
4889	Gravelle	2,796	1,640	-	-	-	-	7,521
4910	Gravelle	2,796	1,640	-	-	-	-	11,552
4924	Chilpevyan	27,328	2,237	-	-	-	-	4,036
4979	Anzac	3,608	942	-	-	-	525	3,050
4984	Bridge Creek	1,376	1,376	-	-	-	586	6,604
5005	St. Isidore	138,121	13,743	-	-	-	-	152,545
5084	Pyramid Mountain	5,088	1,486	-	-	5,000	-	6,400
5088	Loon Lake	5,479	132	-	-	-	-	5,000
5093	Loon Lake	13,510	1,901	-	-	389	-	6,574
5094	Loon Lake	7,468	529	-	8	-	-	15,060
5099	Clear River	-	-	3,000	-	-	-	15,411
5104	Sweetgrass	-	474	-	-	-	-	8,005
5110	SUB-TOTALS	1,592,864	200,080	13,589	1,669	205,389	1,111	2,014,702
PS 4	Jubilee	5,247	669	-	-	-	-	5,916
CS 26	Fort Vermilion	93,269	3,042	-	-	-	-	96,311
CS 29	Clandonald	34,625	2,015	-	-	-	-	36,640
CS 34	St. Bernadette	26,219	4,100	-	-	-	15,020	45,339
CS 47	St. Laurent	4,765	-	-	-	-	-	45,765
CS 53	Breyhat	39,326	712	-	-	-	-	39,762
CS 57	Fort Chipewyan	256	-	-	-	-	-	326
CS 65	Provost	147,663	5,212	4,500	-	482	-	157,697
	SUB-TOTALS	392,420	16,350	4,500	-	482	15,020	428,772
	GRAND TOTALS	\$1,995,284	\$216,430	\$18,089	\$1,669	\$205,871	\$16,131	\$2,144,3474

Private, Metis and Department of National Defence schools omitted.

## RURAL SCHOOL DISTRICTS

## STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959

## Capital and Loan Fund Section

## Liabilities

No.	Name	Debt (not due)	Capital Loans (not due)	Due to Revenue a/c	Other Capital Liabilities	Capital Invested	Total Liabilities
102	Barff	140,800	-	-	-	365,261	506,061
103	Barriere	35,000	-	-	-	232,817	267,817
106	Beaumont	-	-	-	-	20,430	20,430
109	Bessaw	-	-	-	-	141,663	141,663
1892	Rosenheim	-	-	-	-	5,489	5,489
2083	Western Ridge	-	-	-	-	2,100	2,100
2094	Hokenheim	-	-	-	-	5,022	5,022
3063	Jasper	396,240	-	-	-	339,869	735,869
3064	Kerdagg	-	-	-	-	880	880
3189	Leclerc	-	-	-	-	143	143
3722	Grouard	-	-	-	-	27,657	27,657
4152	Seebe	-	-	-	-	4,419	4,419
4233	Waterton Park	-	-	-	-	1,806	1,806
4525	Acomb	-	-	-	-	6,526	6,526
4604	Independent Valley	-	-	-	-	19,047	19,047
4653	South Wapiti	-	-	-	-	11,555	11,555
4653	Palishulm	120	-	-	-	4,436	4,436
4659	Palishulm	-	-	-	-	224,290	224,290
4835	Palishulm	-	-	-	-	6,250	6,250
4835	Gondlin	-	-	-	-	96,545	96,545
4910	Grovedale	-	-	-	-	6,400	6,400
4924	Chipevyan	7,800	-	-	-	5,000	5,000
4979	Anzac	-	-	-	-	6,574	6,574
5054	Bridge Creek	-	-	-	-	10,000	10,000
5054	Sky's Isadore	56,000	-	-	-	10,000	10,000
5085	Gynthia	-	-	-	-	7,937	7,937
5088	Pelican Mountain	-	-	-	-	3,000	3,000
5093	Loesegun	-	-	-	-	4,474	4,474
5094	Lubicon Lake	-	-	-	-	-	-
5094	Loon Lake	-	-	-	-	-	-
5094	Clear River	-	-	-	-	-	-
5110	Sweggrass	-	-	-	-	-	-
	SUB-TOTALS	635,960	-	8	-	1,378,734	2,014,702
PS 4	Jubilee	-	-	-	-	5,916	5,916
CS 29	Port Vermilion	36,415	-	-	-	60,436	96,911
CS 29	Stamensald	3,200	-	-	-	33,440	36,640
CS 34	St. Germaine	18,245	-	-	-	55,094	73,339
CS 47	St. Laurent	19,000	-	-	-	26,765	45,765
CS 53	Prayant	18,000	-	-	-	21,762	39,762
CS 57	Port Chipewyan	-	-	-	-	326	326
CS 80	Stremont	-	-	-	-	256	256
CS 65	Provost	72,000	-	-	-	85,557	157,557
	SUB-TOTALS	148,360	-	-	-	279,912	428,272
	GRAND TOTALS	\$784,320	-	\$ 8	-	\$1,658,646	\$2,443,474

Private, Metis and Department of National Defence schools omitted.

Table No. 16(a)  
RURAL SCHOOL DISTRICTS  
STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952  
Revenue Fund Section  
Assets

No.	Name	Cash on Hand and in Bank	Due From Other School Boards	Due From Municip- alities	Due From Province	Other Accounts Receivable	Prepaid Insurance	Bus Accounts	Due From Capital	Other Current Assets	Deficit	Total
102	Banff	39,935	-	3,490	-	-	-	-	-	-	-	43,425
168	Camrose	35,764	-	-	-	-	-	-	-	-	-	35,764
172	Morley	1,048	-	171	-	-	-	-	-	-	-	1,219
1063	Lake Louise	5,841	-	-	-	-	-	-	-	400	-	6,241
1829	Edmonton	1,785	-	-	133	82	-	-	-	-	-	2,000
2085	Weston Ridge	1,752	-	-	-	-	-	-	-	-	-	1,752
2094	Hokenheim	626	-	-	-	-	-	-	-	-	-	626
3063	Jasper	52,383	-	5,039	-	260	2,586	-	-	201,478	-	261,746
3211	Mordeg	5,422	-	-	-	-	-	-	-	-	-	5,422
3389	Atlee	73	-	-	-	-	-	-	-	-	-	73
3722	Grout	4,319	-	-	-	-	33	-	-	-	-	4,352
4232	Sebe	2,856	-	-	-	-	-	-	-	-	-	2,856
4235	Acorn Park	3,890	-	187	-	-	-	50	-	-	-	4,077
4561	Fort Fitzgerald	2,145	-	-	-	-	63	-	-	-	-	2,208
4586	Antonberg	498	-	-	590	-	-	-	-	-	25	1,113
4604	Independent Valley	1,639	-	-	-	-	-	-	-	-	-	1,639
4623	South Wapiti	4,576	-	-	-	10	-	-	-	-	-	4,586
4832	Chisholm	2,351	-	-	-	66	30	-	-	-	-	2,447
4839	Farway	6,101	-	-	-	-	-	-	-	50	-	6,199
4910	Grovedale	4,344	-	-	-	-	18	-	-	-	-	4,362
4924	Chipevyan	570	-	-	-	-	218	-	-	1,251	-	2,039
4979	Anzac	5,838	-	-	-	-	-	-	-	-	-	5,838
4984	Bridge Creek	1,582	112	-	-	-	-	-	-	-	-	1,694
5005	Bays	2,445	-	-	-	-	559	-	-	1,700	900	5,644
5024	St. Isidore	-	-	-	-	-	37	-	-	1,383	3,295	4,685
5085	St. Isidore Camp	83	-	-	-	-	-	-	-	-	-	83
5088	Cynthia	7,231	-	-	-	-	-	6,050	-	10	-	13,291
5093	Pelican Mountain	1,249	-	-	-	202	-	-	-	-	-	2,093
5094	Iosegun	8	150	-	-	-	-	-	-	-	-	1,399
5098	Lubicon Lake	590	-	-	-	-	-	-	-	-	12	602
5099	Keystone Valley	206	-	-	-	-	-	-	8	-	-	214
5100	Leon Lake	396	-	-	-	-	-	-	-	-	206	602
5101	Kanamakis	2,395	-	-	-	-	-	-	-	-	-	2,395
5110	Castle Hill Sweetgrass	2,268	-	-	-	-	24	-	-	-	1,438	3,706
	SUB-TOTALS	235,063	112	9,037	723	620	3,568	6,100	8	206,272	6,614	468,117



Table No. 36(a) (Continued)  
 RURAL SCHOOL DISTRICT (Continued)  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
 Revenue Fund Section

## Assets

No.	Name	Cash on Hand and In Bank	Due From Other School Boards	Due From Municipalities	Due From Province	Other Accounts Receivable	Prepaid Insurance	Bus Accounts	Due From Capital	Other Current Assets	Deficit	Total
RS 4	Jubilee	231	-	-	-	-	-	-	-	-	-	-
CS 28	Port Vermilion	121	-	-	-	-	-	-	-	-	-	320
CS 29	St. Bernadette	3,433	-	-	-	-	-	-	-	-	-	3,433
CS 34	St. Bernadette	3,433	-	-	-	-	-	-	-	-	-	3,433
CS 42	Mazenod	3,433	-	-	-	-	-	-	-	-	-	3,433
CS 44	St. Monica	73	-	-	-	-	-	-	-	-	-	73
CS 46	Crossroads	3,518	-	-	-	-	-	-	-	-	-	3,518
CS 47	St. Laurent	459	-	-	-	-	-	-	-	-	-	459
CS 53	Breynt	-	-	-	-	-	-	-	-	-	-	-
CS 54	Port Chapewyn	3,433	-	-	-	-	-	-	-	-	-	3,433
CS 58	St. Bernadette	438	-	-	-	-	-	-	-	-	-	438
CS 59	Morning View	17	-	-	-	-	-	-	-	-	-	17
CS 61	Kleskun Hill	8	-	-	-	-	-	-	-	-	-	8
CS 62	Equity	6	-	-	-	-	-	-	-	-	-	6
CS 63	MacHenry	11	-	-	-	-	-	-	-	-	-	11
CS 65	Provost	10,723	-	-	-	-	-	-	-	-	-	10,723
CS 67	Hayter	869	-	-	-	-	-	-	-	-	-	869
CS 70	St. Bernadette	259	-	-	-	-	-	-	-	-	-	259
CS 71	South Coaldale	164	-	-	-	-	-	-	-	-	-	164
CS 75	North Coaldale	5	-	-	-	-	-	-	-	-	-	5
CS 76	East Coaldale	-	-	-	-	-	-	-	-	-	-	-
CS 78	Battersen	34	-	-	-	-	-	-	-	-	-	34
CS 80	Egremont	-	-	-	-	-	-	-	-	-	-	-
	SUB-TOTALS	27,908	61	-	-	979	862	-	-	1,189	11,751	42,750
	GRAND TOTALS	\$262,971	\$173	\$9,037	\$723	\$1,599	\$1,430	\$6,100	\$ 8	\$207,461	\$18,365	\$510,867

Private, Metis and Department of  
 National Defence schools omitted.

Table No. 36(b)  
 RURAL SCHOOL DISTRICTS  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1952

Revenue Fund Section

Liabilities

No.	Name	Bank Over-draft	Loans: Due and Unpaid	Arrears of Teacher's Salaries	Debentures Due & Unpaid Prin. & Int.	Due to Other School Bds.	Due to Province	Other Accounts Payable	Bus Accounts	Due to Capital	Other Liabilities	Surplus	Total Liabilities
102	Barff	-	-	-	-	-	-	1,346	-	-	-	42,079	42,425
168	Camore	-	-	-	-	-	-	-	-	-	-	35,794	35,794
172	Merley	-	-	-	-	-25	-	-	-	-	-	5,239	5,239
1063	Lake Louise	-	-	-	-	60	-	35	-	-	-	5,741	5,741
1699	Exshaw	-	-	-	-	-	-	-	100	-	-	19,993	20,093
1892	Rosenheim	-	-	-	-	-	-	-	-	-	-	1,785	1,785
2083	Western Ridge	-	-	-	-	-	-	-	-	-	-	-	700
2094	Hokenheim	-	500	-	-	-	-	-	-	200,000	-	126	261,746
3063	Jasper	-	-	-	-	-	-	-	-	-	-	51,842	51,842
3065	Wetaskene	-	-	-	-	-	-	-	-	-	-	5,172	5,172
3189	Atlin	-	-	-	-	-	-	-	-	-	-	4,372	4,372
3722	Grouard	-	-	-	-	-	-	136	-	-	-	4,216	4,216
4152	Seebe	-	-	-	-	-	-	-	-	-	-	5,503	5,503
4233	Waterton Park	-	-	-	-	-	-	-	-	-	-	6,126	6,126
4525	Acamb	-	-	-	-	-	-	-	-	-	-	3,913	3,913
4561	Fort Fitzgerald	-	-	-	-	-	-	25	-	-	-	3,888	3,888
4620	Tatoneberg	-	-	-	-	-	-	25	-	-	-	2,145	2,145
4620	Truett	-	-	-	-	-	-	-	-	-	-	1,113	1,113
4623	Smith-Wapiti	-	-	-	-	-	-	141	-	-	-	1,582	1,582
4632	Chisholm	-	-	-	-	-	80	-	-	-	-	4,347	4,347
4689	Farway	-	-	-	-	-	-	49	-	-	-	4,309	4,309
4835	Conklin	-	-	-	-	-	-	-	-	-	-	6,179	6,179
4910	Grovedale	-	-	-	-	-	89	118	-	-	500	4,344	4,344
4921	Chipevyan	-	-	-	-	-	-	-	-	-	-	2,039	2,039
4972	Truett	-	-	-	-	-	-	-	-	-	-	2,038	2,038
4984	Bridge Creek	-	-	-	-	-	92	115	-	-	200	1,567	1,567
5005	Hays	-	-	-	-	20	-	664	-	-	-	4,715	4,715
5054	St. Isidore	5,000	-	-	-	-	-	-	-	-	1,000	-	4,715
5066	Burnis Camp	392	-	3,323	-	-	-	-	-	-	883	-	4,715
5085	Cynthia	-	-	-	-	-	-	-	-	5,000	-	8,291	13,291
5088	Felican Mountain	-	-	-	-	-	-	6	-	-	-	2,087	2,087
5091	Loosegun Lake	-	-	-	-	-	-	58	-	389	-	952	1,359
5092	Loosegun Lake	-	-	-	-	-	-	20	-	-	-	-	580
5098	Keystone Valley	-	-	-	-	-	-	-	-	-	-	590	590
5099	Loon Lake	-	-	-	-	-	-	-	-	-	-	-	420
5100	Kanamaskis	-	-	-	-	-	-	420	-	-	-	396	396
5104	Clear River	-	-	-	-	-	-	-	-	-	-	2,975	2,975
5110	Sweetgrass	-	1,750	-	-	-	-	-	-	-	-	-	1,750
	SUB-TOTALS	6,092	2,250	3,898	-	1,455	261	3,183	100	205,389	12,567	232,922	468,117

Table No. 16(b) (Continued)  
 RURAL SCHOOL DISTRICTS (Continued)  
 STATEMENT OF ASSETS AND LIABILITIES AS AT DECEMBER 31, 1959  
 Revenue Fund Section

## Liabilities

No.	Name	Bank Over- draft	Loans: Due and Unpaid	Arrears of Teacher's Salaries	Debitures Due & Unpaid Prin. & Int.	Due to Other School Bds.	Due to Province	Other Accounts Payable	Bus Accounts	Due to Capital	Other Liabilities	Surplus	Total Liabilities
PS 4	Jubilee	-	300	-	1,410	-	-	20	-	-	-	-	320
CS 26	Port Vermilion	-	-	-	-	-	-	2,041	-	-	-	-	3,451
CS 29	Clandonald	-	-	-	-	-	-	-	-	-	-	3,533	3,533
CS 34	Clandonald	-	-	-	-	-	-	-	-	-	-	4,737	4,737
CS 42	Mazenod	-	-	-	-	-	-	-	-	-	-	63	63
CS 43	St. Joseph	-	-	-	-	-	-	-	-	-	-	73	73
CS 46	St. Monica	-	-	-	-	-	-	60	-	-	-	2,195	2,195
CS 47	St. Laurent	-	-	-	-	1,263	-	-	-	-	-	-	3,518
CS 53	Brenat	-	-	-	-	-	-	361	-	-	-	-	2,000
CS 57	Port Chipewyan	373	2,000	-	-	-	-	-	-	-	5,000	-	5,000
CS 58	Mount Star	-	-	-	-	468	10	-	-	-	-	3,429	5,734
CS 59	Morning View	-	-	-	-	-	-	25	-	-	-	-	493
CS 61	Kieskun Hill	-	-	-	-	-	-	25	-	-	-	-	25
CS 62	St. Mary	-	-	-	-	-	25	-	-	-	-	-	25
CS 63	MacGregor	-	-	-	-	-	-	25	-	-	-	-	25
CS 65	Provost	-	900	-	-	-	-	263	-	-	-	-	9,281
CS 70	Hayter	-	175	-	-	-	-	-	-	482	-	-	10,926
CS 71	Luxemburg	-	-	-	-	1,282	-	-	-	-	-	694	869
CS 74	South Coaldale	-	-	-	-	20	-	-	-	-	-	-	1,282
CS 72	North Coaldale	-	-	-	-	164	-	-	-	-	-	-	20
CS 73	West Coaldale	-	-	-	-	5	-	-	-	-	-	-	164
CS 78	Battiscombe	-	-	-	-	338	-	-	-	-	-	-	338
CS 80	Egmont	-	-	-	-	-	-	1,341	-	-	344	-	1,685
	SUB-TOTALS	373	3,375	-	1,410	3,540	35	4,186	-	482	5,344	24,005	42,750
	GRAND TOTALS	\$6,465	\$5,625	\$3,898	\$1,410	\$4,995	\$296	\$7,369	\$100	\$205,871	\$17,911	\$256,927	\$510,867

Private, Metis and Department of  
 National Defence schools omitted.

GENERAL STATISTICS RELATING TO SCHOOL OPERATION

Prepared by the General Office under the direction of

A. Bredo, Administrative Accountant

TABLE I

## ORGANIZATION OF SCHOOLS - GENERAL

September 1959 - June 1960

No. of 1-Room Schools .....	256
No. of Multiple Room Schools:	
2-Room .....	109
3-Room .....	80
4-Room .....	108
5 to 7 Rooms .....	194
8 to 10 Rooms .....	221
11 or more Rooms .....	432
Total Schools .....	1,400
Total Enrolments .....	277,920

## No. of Classrooms:

Elementary (Grades 1-6) .....	5,843
Junior High (Grades 7-9) .....	2,238
Senior High (Grades 10-12) .....	1,542
Elementary and Junior High .....	283
Junior High and Senior High .....	65
Elementary, Junior and Senior .....	95
	<u>10,066</u>

TABLE II

## OPERATION BY SCHOOL DISTRICTS AND DIVISIONS AND COUNTIES

Year	No. of School Districts in Existence	No. of Schools and Systems in Operation	No. of Rooms in Operation	Percentage of School Districts Operating with Schools	No. of School Divisions and Counties	No. of School Districts in Divisions and Counties	No. of School Districts not in Divisions or Counties
1900	602	476	1129	79.07	SCHOOL DIVISIONS (Organized in 1936) COUNTIES (in 1951)		
1910	1,501	1,195	1,610	79.60			
1915	2,478	2,138	3,082	86.36			
1920	3,215	2,826	4,289	87.90			
1924-25	3,431	3,033	4,759	88.40			
1929-30	3,720	3,314	5,558	89.13			
1934-35	3,812	3,449	5,815	90.48			
1935-36	3,734	3,492	5,873	90.49			
1936-37	3,926	3,542	5,935	90.22			
1937-38	3,978	3,591	6,034	90.27			
1938-39	3,992	3,592	6,082	90.27			
1939-40	4,008	3,596	6,180	90.86			
1940-41	4,005	3,639	6,276	90.86			
1941-42	4,001	3,625	6,327	90.60			
1942-43	4,008	3,277	5,988	81.76			
1943-44	4,012	2,852	5,603	71.03			
1944-45	4,022	2,595	5,419	64.52			
1945-46	4,034	2,722	5,716	70.57			
1946-47	4,041	2,659	5,828	67.45			
1947-48	4,046	2,550	5,811	63.02			
1948-49	3,950	2,459	5,915	62.25			
1949-50	3,965	2,302	6,050	58.08			
1950-51	3,979	2,136	6,232	53.68			
1951-52	3,990	2,137	6,392	48.80			
1952-53	4,008	2,036	6,552	44.56			
1953-54	4,029	1,836	6,946	39.84			
1954-55	4,049	1,714	7,368	35.71			
1955-56	4,080	1,558	7,801	31.20			
1956-57	4,100	1,420	8,267	27.10			
1957-58	4,112	1,318	8,729	23.76			
1958-59	4,132	1,253	9,407	21.39			
1959-60	4,159	1,400	10,066	19.90			
					11	754	2,980
					22	1,491	2,435
					44	3,087	891
					46	3,260	732
					48	3,346	662
					50	3,448	557
					50	3,489	512
					49	3,515	493
					52	3,558	454
					54	3,615	407
					55	3,639	395
					57	3,701	340
					57	3,734	312
					57	3,754	196
					57	3,776	189
					58	3,799	180
					58	3,811	179
					58	3,827	181
					59	3,829	200
					59	3,871	178
					59	3,918	162
					59	3,934	166
					59	3,938	174
					59	3,944	186
					58	3,955	204

TABLE III  
SCHOOL DISTRICTS

	<u>To June 1959</u>	<u>1959-60</u>
Number of School Districts established during year .....	21	30
Number of School Districts dissolved during year .....	1	3
Number of School Districts in the province including		
Units in Consolidated School Districts .....	4,132	4,159
Number of Consolidated School Districts in the		
province .....	38	39
Number of School Divisions and Counties in Existence .....	59	58

ESTABLISHED DURING YEAR July 1, 1959 to June 30, 1960

<u>Name of District</u>	<u>Number</u>	<u>Date of Establishment</u>
Calais .....	5105	July 1, 1959
Dusk .....	5106	July 1, 1959
Smoky Crossing .....	5107	July 1, 1959
Puskwaskau .....	5108	July 1, 1959
Swan Hills .....	5109	July 13, 1959
Sweetgrass .....	5110	September 1, 1959
Trout Lake .....	5111	November 1, 1959
Desmarais .....	5112	December 30, 1959
Wabasca .....	5113	December 30, 1959
Janvier .....	5114	January 6, 1960
Atikameg .....	5115	December 30, 1959
Goose Park .....	5116	December 31, 1959
Waterhen Lake .....	5117	December 31, 1959
Blumenort .....	5118	December 31, 1959
McGowan River .....	5119	March 3, 1960
Brazeau .....	5120	March 28, 1960
Aubindale .....	5121	June 30, 1960
Bruin .....	5122	June 30, 1960
West Eureka .....	5123	June 30, 1960
Bervale .....	5124	June 30, 1960
Steen River .....	5125	June 30, 1960
Alecview .....	5126	June 30, 1960
Grouard .....	3722	July 1, 1959
Carcajou .....	4669	June 30, 1960
Cherry Point .....	Cons. 79	July 1, 1959
Winnifred .....	RC 81	November 3, 1959
Bow Island .....	RC 82	November 3, 1959
Burdett .....	RC 83	November 3, 1959
Valleyview .....	RC 84	December 31, 1959
Huntsville .....	RC 85	June 30, 1960

DISSOLVED DURING YEAR July 1, 1959 to June 30, 1960

West Calgary .....	209	December 12, 1959
Passburg .....	2300	September 21, 1959
Bridge Creek .....	4984	April 1, 1960
Coal Branch .....	58	March 1, 1960



TABLE IV  
DISTRIBUTION OF CLASSROOMS IN DIVISIONS AND COUNTIES BY GRADES TAUGHT: AND ENROLLMENT 1959-60

DIVISION OR COUNTY	NO.	ELEMENTARY			JUNIOR			TOTAL	TOTAL
		ROOMS	JUNIOR AND HIGH SCHOOL ROOMS	JUNIOR AND HIGH SCHOOL ROOMS	JUNIOR HIGH SCHOOL ROOMS	HIGH SCHOOL ROOMS	SENIOR HIGH SCHOOL ROOMS		
Berry Creek	1	3	12	-	-	-	-	16	180
St. Mary's River	2	24	11	-	24	13	20	138	2,152
Deer Valley	4	26	11	-	25	13	17	101	1,202
Lehigh	6	58	4	-	34	23	23	135	2,880
Lethbridge	7	75	4	-	34	23	6	48	3,218
Acadia	8	23	6	1	7	2	2	30	578
Sullivan Lake	9	12	9	-	22	22	14	99	2,575
Pace River	10	60	3	-	23	22	17	98	2,614
Lac Ste. Anne	11	52	5	-	27	13	13	133	3,496
Essex	12	65	5	-	33	20	20	153	3,701
Glover Bar	13	93	4	-	46	11	6	64	4,083
Rocky Mountain	14	17	3	-	24	11	1	34	762
St. John's	15	49	1	1	24	11	13	42	2,176
St. John's	16	49	1	-	21	17	17	88	2,298
Vegreville	17	46	3	-	27	17	19	105	2,685
Camrose	20	56	2	-	27	19	19	82	2,087
Two Hills	21	42	4	-	24	16	16	88	2,176
Killam	22	47	1	-	26	20	20	135	3,680
Sony Plain	23	80	2	-	33	15	15	103	2,533
Sturgeon	24	62	-	-	25	17	17	103	2,405
Vermilion	25	86	14	-	43	21	21	91	1,684
Wainwright	26	28	4	-	19	15	15	75	1,891
Medford	27	31	4	-	19	11	8	46	1,041
Pincher Creek	29	22	7	-	11	8	8	40	953
Drumheller	30	20	4	-	8	27	24	131	3,404
Olds	31	65	15	-	27	43	13	72	1,811
Wainwright	32	39	6	-	10	10	7	42	987
Provost	33	22	3	-	34	18	18	168	4,647
Red Deer	34	70	12	-	34	18	18	168	4,647
Westlock	35	55	3	-	34	18	18	168	4,647
Wetaskiwin	36	39	3	-	14	14	16	62	1,523
Scooby	37	35	0	-	17	17	16	78	1,683
Wheatland	40	40	5	-	17	15	15	89	1,849
Calgary	41	44	9	-	18	15	15	89	2,215
St. Paul	43	46	3	-	17	11	11	81	1,905
Bonnyville	46	36	-	-	25	12	12	75	2,333
Spirit River	47	43	4	-	19	15	15	77	1,927
Hgo Prairie	48	71	3	-	27	23	23	114	2,658
Peace River	49	80	2	-	33	14	14	98	3,176
Peace River	50	39	2	-	13	9	9	62	1,574
St. Mary	51	35	2	-	14	7	7	38	1,519
Lac La Poudre	52	35	4	1	1	1	-	21	524
Fort Vermilion	53	20	2	-	9	3	-	34	796
St. Mary	54	20	2	-	9	3	-	21	494
St. Mary	55	14	-	-	36	26	26	138	3,451
Deer Valley	56	76	6	-	39	19	19	84	2,090
Three Hills	60	40	6	-	24	15	15	82	2,422
Grande Prairie County	1	53	4	-	24	17	17	85	1,975
Grande Prairie	2	53	4	-	24	17	17	85	1,975
Grande Prairie	3	53	4	-	24	17	17	85	1,975
Grande Prairie	4	53	4	-	24	17	17	85	1,975
Grande Prairie	5	53	4	-	24	17	17	85	1,975
Grande Prairie	6	53	4	-	24	17	17	85	1,975
Grande Prairie	7	53	4	-	24	17	17	85	1,975
Grande Prairie	8	53	4	-	24	17	17	85	1,975
Grande Prairie	9	53	4	-	24	17	17	85	1,975
Grande Prairie	10	53	4	-	24	17	17	85	1,975
Grande Prairie	11	53	4	-	24	17	17	85	1,975
Grande Prairie	12	53	4	-	24	17	17	85	1,975

School Divisions and Counties include: 167 Town School Districts  
168 Village School Districts  
29 Consolidated School Districts

TABLE V  
OPERATION OF SCHOOLS BY INDEPENDENT TOWN AND CITY SCHOOL DISTRICTS 1959-60

Unit	District Number	Enrolment	Average Attendance	Percentage of Attendance	Number of Rooms	Number of Teachers
Edmonton	7	41,724	39,853.64	95.54	1,396	1,711
Calgary	19	37,738	36,038.97	95.50	1,122	1,425
Lethbridge	51	6,116	5,875.51	96.07	205	256
Medicine Hat	76	4,249	4,058.98	95.53	147	169
Red Deer	104	2,701	2,591.39	95.94	90	102
Wetaskiwin	264	1,156	1,092.91	94.54	40	46
Camrose	1315	1,101	1,053.84	95.71	34	39
Grande Prairie	2357	1,554	1,479.08	95.18	53	65
Drumheller	2472	1,046	1,003.75	95.96	39	44
Thibault (Morinville)	C.P.35	400	384.37	96.09	14	17
St. Albert	3	467	440.08	94.23	20	24
High River	144	689	662.86	96.20	24	25
Bow River	1059	1,841	1,756.56	95.41	66	75
Coleman	1216	581	564.91	97.23	21	23
Stettler	1475	988	923.18	95.37	37	44
Brooks	2092	712	710.00	95.68	27	30
St. Paul	2228	902	854.19	95.81	36	43
Redcliff	2283	431	418.53	97.11	16	17
Beverly	2292	1,266	1,203.59	95.07	42	49
Bonnyville	2665	564	533.19	94.53	20	22
Mohkurray	2833	89	83.25	93.54	4	4
Hanna	2912	647	621.18	96.01	22	26
Bowness	4590	2,183	2,064.12	94.55	74	87
West Jasper Place	4679	4,681	4,456.78	95.21	160	177
Montgomery	4967	1,153	1,093.47	94.84	42	45
Devon	4972	462	438.80	94.98	17	18
Lodgepole	5073	176	167.17	94.98	8	7
Cynthia	5085	-	-	-	-	-
Swan Hills	5109	37	32.42	87.61	2	3
Calgary R.C.S.	1	6,848	6,490.84	94.78	204	246
Edmonton R.C.S.	7	12,060	11,538.00	95.67	392	457
Lethbridge R.C.S.	9	1,451	1,396.59	96.25	51	46
Wetaskiwin R.C.S.	15	137	131.41	96.21	4	4
Vegreville R.C.S.	16	220	211.89	96.31	10	12
Red Deer R.C.S.	17	496	478.30	96.43	16	18
Pincher Creek R.C.S.	18	276	259.71	94.09	12	15
Medicine Hat R.C.S.	21	885	846.07	95.60	30	35
Castor R.C.S.	23	178	170.25	95.65	7	7
Drumheller R.C.S.	25	167	158.30	94.79	7	9
Grande Prairie R.C.S.	28	396	372.66	94.10	14	15
Providence R.C.S.	30	313	297.50	95.05	11	12
Mainwright R.C.S.	31	244	234.88	96.26	9	10
St. John's R.C.S.	32	217	199.52	91.95	9	9
St. Thomas More R.C.S.	35	187	179.76	96.12	9	9
Sts. Marie R.C.S.	36	97	91.99	94.84	4	5
Manning R.C.S.	37	210	199.60	95.05	8	7
Immaculate Conception R.C.S.	43	204	185.34	90.85	8	8
Jasper Place R.C.S.	45	1,617	1,528.75	94.54	58	69
Beverly R.C.S.	52	347	331.71	95.59	11	12
Taber R.C.S.	54	383	362.61	94.67	14	16
Bow River R.C.S.	55	516	483.09	93.62	16	17
High Prairie R.C.S.	56	321	288.82	89.98	11	13
Camrose R.C.S.	60	312	301.23	96.62	12	13
Gold Lake R.C.S.	64	294	271.47	92.33	13	14
Provost R.C.S.	65	200	184.80	92.40	8	8
Grande Centre R.C.S.	67	-	-	-	-	-
Beaverlodge R.C.S.	68	79	74.52	94.33	3	4
Bowness R.C.S.	69	313	291.34	93.08	10	10
Coaldale R.C.S.	72	116	110.41	95.18	5	6
Picture Butte R.C.S.	79	111	103.70	93.42	6	8
Bow Island R.C.S.	83	-	-	-	-	-
Valleyview R.C.S.	84	-	-	-	-	-
Glen Avon P.S.	5	305	289.58	94.94	13	13
St. Albert P.S.	6	250	236.08	94.43	9	10
		145,414	-	-	4,771	5,730

## 1. TOWN SCHOOL DISTRICTS

(a) The following town is in = consolidated district which operates independently.  
Nanton

## 2. VILLAGE SCHOOL DISTRICTS

(a) The following villages are in consolidated districts which operate independently.

Barons	Forestburg	Falher
Lousana	Parkland	Crowanest
Great Bend	Galahad	

(b) The following village districts operate independently.

Cochrane	Stirling	Turner Valley
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## 3. SEPARATE SCHOOL DISTRICTS

All operate independently. These number 36 in addition to those listed in Table V.

TABLE VI  
CLASSIFICATION OF SCHOOLS BY NUMBER OF CLASSROOMS

	Number of Schools			Two Year Increase in Schools	Two Year Decrease in Schools
	1957-58	1958-59	1959-60		
Number of Classrooms in School or School Systems					
1	384	297	256	-	128
2	114	96	109	-	5
3	82	72	80	-	2
4	79	80	108	29	-
5	64	59	61	-	3
6	71	72	82	11	-
7	58	56	51	-	7
8	55	60	90	35	-
9	62	58	50	-	12
10	50	58	81	31	-
11 or more	299	345	432	133	-
Total	1,318	1,253	1,400	239	

During the same two-year period the total number of classrooms increased by: 1,337

TABLE VII  
SCHOOLS AND ROOMS IN OPERATION

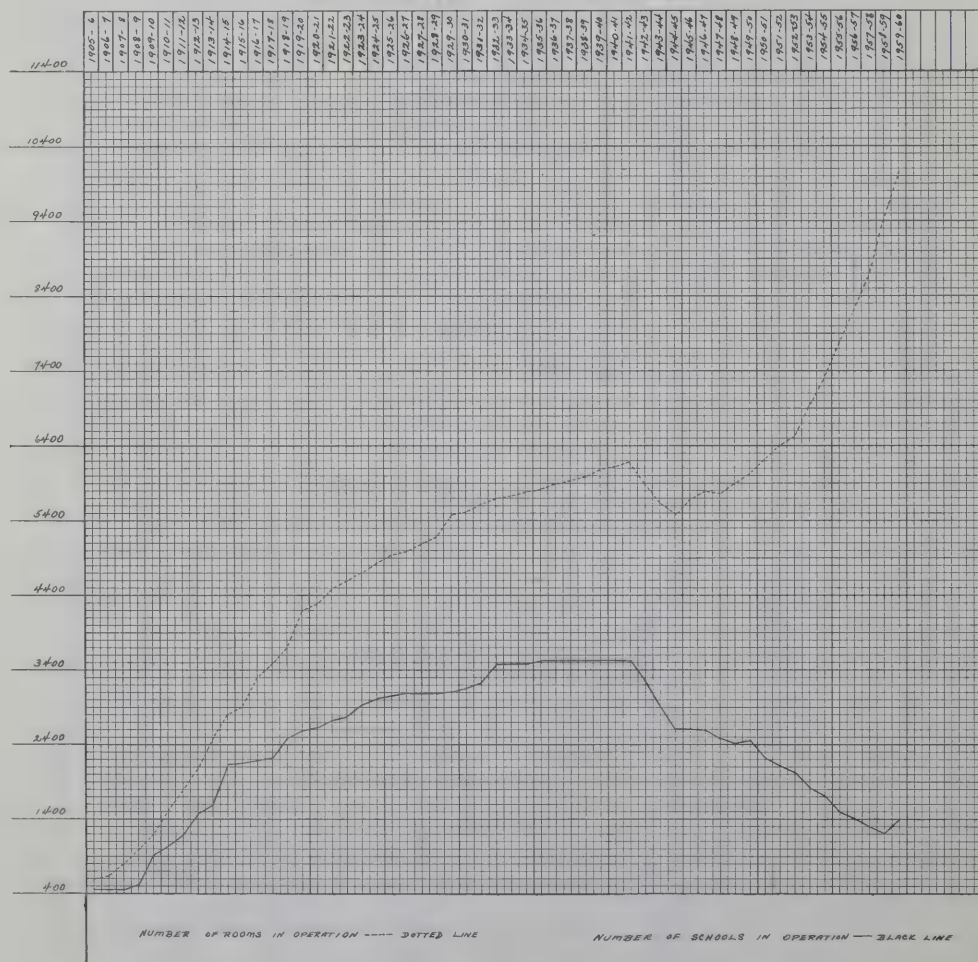


TABLE VIII

DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE AS AT JUNE 1, 1960  
ACADEMIC SCHOOL YEAR BEGINNING JUNE 30, 1960

Sex	Under	5 yrs. 6 yrs. 7 yrs. 8 yrs. 9 yrs. 10 yrs. 11 yrs. 12 yrs. 13 yrs. 14 yrs. 15 yrs. 16 yrs. 17 yrs. 18 yrs. 19 yrs. 20 yrs. 21 yrs.																	Total	Percentage of Enrolment	Med. Age
		5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.			
Grade I	Boys	61	8,164	7,792	737	137	50	34	17	14	10	5	2	1	1	1	1	1	17,022	11.71	7.07
	Girls	64	8,046	6,826	425	84	26	18	12	7	2	1	1	1	1	1	1	1	15,514	10.83	8.12
Grade II	Boys	-	103	5,812	7,335	1,123	188	59	34	14	7	6	2	2	1	1	1	1	15,686	10.83	8.12
	Girls	-	123	7,119	6,445	379	207	37	14	14	5	2	2	1	1	1	1	1	14,449	10.21	9.19
Grade III	Boys	-	-	169	5,833	6,075	1,453	274	88	45	36	16	6	2	2	2	1	1	14,601	10.21	9.19
	Girls	-	-	199	6,416	6,126	767	149	67	29	14	5	1	1	1	1	1	1	13,777	9.43	11.28
Grade IV	Boys	-	-	2	310	5,168	6,372	1,623	432	37	14	2	2	2	2	2	1	1	13,054	9.43	11.28
	Girls	-	-	1	228	5,128	5,619	951	216	60	27	14	8	1	1	1	1	1	12,702	9.43	11.28
Grade V	Boys	-	-	-	-	1	214	4,805	5,946	1,773	571	129	52	13	4	1	1	1	13,509	9.43	11.28
	Girls	-	-	-	-	2	255	5,533	5,466	1,062	284	81	35	14	1	1	1	1	12,702	9.43	11.28
Grade VI	Boys	-	-	-	-	-	4	287	4,391	5,904	2,461	623	157	36	7	1	1	1	13,509	9.43	11.28
	Girls	-	-	-	-	-	4	286	5,212	5,496	1,134	272	77	20	7	1	1	1	12,515	9.43	11.28
Grade VII	Boys	-	-	-	-	-	-	12	207	4,235	5,845	2,033	758	102	23	2	2	2	13,262	9.43	11.28
	Girls	-	-	-	-	-	-	6	255	5,127	5,804	1,136	353	59	15	3	2	2	12,758	9.43	11.28
Grade VIII	Boys	-	-	-	-	-	-	-	9	241	3,747	4,257	1,911	649	99	10	2	2	11,197	8.00	14.32
	Girls	-	-	-	-	-	-	-	9	287	4,601	4,595	1,240	285	42	3	3	3	11,025	8.00	14.32
Grade IX	Boys	-	-	-	-	-	-	-	-	6	162	2,715	4,160	1,795	617	109	22	2	9,594	6.90	15.40
	Girls	-	-	-	-	-	-	-	-	4	239	3,584	4,220	1,187	279	36	4	3	9,567	6.90	15.40
Grade X	Boys	-	-	-	-	-	-	-	-	-	4	112	2,493	2,993	50	8	5	5	7,618	5.65	16.29
	Girls	-	-	-	-	-	-	-	-	-	2	195	3,118	3,726	730	105	8	4	7,889	5.65	16.29
Grade XI	Boys	-	-	-	-	-	-	-	-	-	-	-	2	131	3,141	856	168	24	6,553	4.80	17.20
	Girls	-	-	-	-	-	-	-	-	-	-	-	2	181	2,952	3,018	449	66	6,691	4.80	17.20
Grade XII	Boys	-	-	-	-	-	-	-	-	-	-	-	-	4	145	1,800	2,611	289	6,248	4.06	18.35
	Girls	-	-	-	-	-	-	-	-	-	-	-	-	7	151	2,443	2,420	446	5,083	4.06	18.35
Totals by Sex	Boys	61	8,267	14,775	10,046	13,321	13,087	12,543	12,730	12,612	10,246	9,730	8,708	6,934	3,890	1,496	28	139	142,931		
	Girls	64	8,169	14,465	13,486	12,776	12,594	12,087	12,265	12,454	9,913	9,282	8,426	6,250	4,522	1,577	86	55	134,969		
GRAND TOTAL		125	16,436	28,240	27,512	26,097	25,681	24,630	24,995	25,066	20,159	18,992	17,132	13,192	8,412	1,993	614	194	277,890	100.00	11.31

Percentage of Enrolment

During the Year

Repeating Grade

Repeating Grade from Last Year

N.B. Ages reported as at June 1, 1960. Note that 1960 = entering the grade lower by 9 months.

104

61

64

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TABLE IX  
ACCELERATION AND RETARDATION

	Under Modal Age		Age	Modal Age		Over Modal Age		Total
	Number	Percent		Number	Percent	Number	Percent	
Elementary								
Grade I	125	.38	6	16,210	49.82	16,201	49.80	32,536
Grade II	226	.75	7	13,931	46.27	15,948	52.98	30,105
Grade III	12,617	44.46	9	12,801	45.11	2,960	10.43	28,378
Grade IV	11,267	41.66	10	12,191	45.08	3,584	13.26	27,042
Grade V	10,810	41.24	11	11,402	43.50	3,999	15.26	26,211
Grade VI	10,104	39.01	12	11,400	44.01	4,399	16.98	25,903
Junior High School:								
Grade VII	9,842	37.82	13	11,649	44.77	4,529	17.41	26,020
Grade VIII	8,874	39.93	14	9,122	41.05	4,226	19.02	22,222
Grade IX	6,710	35.02	15	8,390	43.79	4,061	21.19	19,161
Senior High School:								
Grade X	5,924	37.72	16	7,320	46.60	2,463	15.68	15,707
Grade XI	5,580	41.82	17	6,159	46.15	1,605	12.03	13,344
Grade XII	4,290	37.99	18	4,831	42.79	2,170	19.22	11,291
	86,369	31.08		125,406	45.12	66,145	23.80	277,920

Modal Age: The age of the largest group (Age ■ at June 1, 1960: deduct 9 months for age at admission to grade)



TABLE NO. X  
OPTIONAL SUBJECTS IN GRADE IX

1959-60

	Boys	Girls	Totals
Art	2364	2248	4612
Music	1526	1907	3433
Dramatics	1521	1636	3157
Community Economics	1971	1917	3888
Typewriting	2501	2609	5110
Oral French	3215	3555	6770
Agriculture	590	430	1020
Industrial Arts	5785	72	5857
Home Economics	6	5667	5673

TABLE NO. XI (a)  
ENROLMENT IN SUBJECTS (HIGH SCHOOL GRADES)

Subject and Course	Boys	Girls	Totals
<u>CONSTANTS:</u>			
Health and Personal Development 10	7329	7826	15165
Language 10	7089	7178	14267
Language 20	6845	7129	14074
Literature 10	7021	7236	14257
Literature 20	6743	7179	13922
Physical Education 10	7592	7994	15586
Social Studies 10	7065	7478	14543
Social Studies 20	6711	7089	13800
English 20	4576	4665	9241
Social Studies 20	4854	4694	9548

TABLE NO. 33 (b)  
ENROLMENT IN SUBJECTS (HIGH SCHOOL GRADES)

COURSE AND SUBJECT	BOYS	GIRLS	TOTALS	COURSE AND SUBJECT	BOYS	GIRLS	TOTALS
<b>ELECTIVES</b>							
Agriculture 10	273	89	362	Metalwork 11	1	-	1
Agriculture 20	31	1	32	Metalwork 20	77	-	77
Agriculture 21	10	1	11	Metalwork 21	7	-	7
Art 10	1354	1065	2419	Music 10	525	976	1501
Art 20	153	121	274	Music 20	154	102	256
Arts and Crafts 10	192	149	341	Needlework 10	3	97	100
Arts and Crafts 20	17	1	18	Office Practice 20	132	822	954
Automotives 10	1131	9	1140	Printing 10	97	3	100
Automotives 20	269	1	270	Printing 20	35	2	37
Automotives 21	83	1	84	Psychology 20	1623	1953	3576
Biology 11	2446	2786	5232	Physical Education 20	1068	488	1556
Bookkeeping 20	1046	1653	2699	Record Keeping 10	1046	1575	2621
Business Fundamentals 10	1202	1976	2978	Science 10	7519	7040	14559
Child Care & Home Nursing 10	-	30	30	Science 20	5474	4777	10251
Clerical Practice 20	3	37	40	Shorthand 10	158	1812	1970
Clothing Selection & Design 20	-	62	62	Shorthand 20	22	744	766
Drafting 10	407	16	423	Sociology 20	861	853	1714
Drafting 20	68	-	68	Spanish 20	7	9	16
Dramatics 10	778	1038	1816	Typewriting 10	4873	6555	11428
Dramatics 20	91	85	176	Typewriting 20	726	2277	3003
Electricity 10	708	5	713	Ukrainian 20	147	175	322
Electricity 20	163	1	164	Woodwork 10	1339	13	1352
Electricity 21	20	-	20	Woodwork 20	142	-	142
Fabrics and Dress 10	35	2663	2698	Woodwork 21	263	-	263
Fabrics and Dress 20	-	605	605	Agriculture 30	3	-	3
Foods and Nutrition 10	71	1217	1288	Art 30	18	23	41
Foods and Nutrition 20	-	148	148	Arts and Crafts 30	6	-	6
French 11	1859	1801	3660	Automotives 30	76	-	76
French 20	4183	4300	8483	Automotives 31	1	-	1
French 21	396	637	1033	Biology 32	2383	3650	6033
General Mechanics 15	1356	10	1366	Bookkeeping 30	86	233	319
General Mechanics 16	563	9	572	Business Machines 30	61	305	366
General Mechanics 17	80	2	82	Chemistry 30	3770	1171	6941
Geology 10	4	7	11	Dramatics 30	19	22	41
Geography 20	89	53	142	Economics 30	425	259	684
German 20	275	254	529	Electricity 30	36	-	36
Home Economics 10	2	950	952	Electricity 31	8	-	8
Home Economics 11	-	7	7	Fabrics and Dress 30	-	98	98
Home Economics 12	-	-	-	Foods and Nutrition 30	-	-	-
Home Economics 20	-	206	206	French 30	2659	3090	5749
Home Economics Crafts 10	1	165	166	French 31	47	116	163
Home Furnishings 20	-	36	36	German 30	180	134	314
Language 21	219	276	495	Latin 30	225	180	405
Latin 20	497	458	955	Mathematics 30	3649	2930	6579
Law 20	86	474	1280	Mathematics 31	1502	252	1754
Literature 21	819	1108	1927	Mathematics 32	5	-	5
Mathematics 10	7178	6587	13765	Metalwork 30	39	-	39
Mathematics 11	1922	2481	4403	Music 30	20	10	30
Mathematics 12	528	89	617	Office Practice 30	21	167	188
Mathematics 20	5365	4705	10070	Physics 30	2568	563	3131
Mathematics 21	1117	954	2071	Secretarial Training 30	1	160	161
Mathematics 22	46	-	46	Spanish 30	2	5	7
Merchandising 20	23	27	50	Typewriting 30	103	616	719
Metalwork 10	542	-	542	Woodwork 30	54	-	54

TABLE XII  
PUPILS LEAVING SCHOOL AT THE AGE OF 15 YEARS

Grade	Number Leaving School at 15	Percentage of Total (2,411)	Percentage of the Enrolment in the Grade	Enrolment in Grade	Percentage of Enrolment in all Grades (277,920)
1	9	.37	.03	32,536	.003
2	10	.41	.03	30,105	.003
3	20	.83	.07	28,378	.007
4	27	1.12	.10	27,042	.010
5	35	1.45	.13	26,211	.012
6	84	3.49	.32	25,903	.030
7	257	10.66	.99	26,020	.092
8	497	20.62	2.24	22,222	.179
9	746	30.94	3.89	19,161	.268
High School	726	30.11	1.80	40,342	.261
	2,411	100.00		277,920	.865

TABLE XIII

(COMPARATIVE) PERCENTAGE DISTRIBUTION BY GRADES

PUPILS LEAVING SCHOOL AT THE AGE OF 15 YEARS

Grades	DIVISION 1			DIVISION 11			JUNIOR HIGH SCHOOL			
	1	2	3	4	5	6	7	8	9	
1941-42	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	
1942-43	.10	.08	.44	1.45	4.08	8.45	17.00	24.35	33.25	
1943-44	.07	.07	.39	1.03	3.08	7.54	19.22	26.01	32.62	
1944-45	.05	.06	.29	.68	1.77	7.14	16.97	25.84	32.07	
1945-46	.06	.06	.23	.60	1.58	5.73	12.91	25.98	36.26	
1946-47	.06	.09	.28	.78	1.89	5.48	13.10	26.49	35.02	
1947-48	.12	.16	.51	.95	2.70	5.47	13.08	21.92	29.04	
1948-49	.12	.12	.34	.86	2.21	6.24	12.72	24.31	29.06	
1949-50	.11	.31	.51	1.01	2.15	5.09	12.66	21.31	30.43	
1950-51	.19	.33	.50	1.53	1.81	5.14	12.33	22.22	30.10	
1951-52	.15	.21	.35	.99	1.84	5.03	12.61	24.50	30.00	
1952-53	.33	.26	.37	1.22	1.75	4.95	12.76	23.12	32.19	
1953-54	.74	.52	.93	.97	1.90	5.50	11.05	22.65	31.85	
1954-55	.93	.83	.79	1.26	1.97	4.46	12.36	21.98	31.68	
1955-56	.18	.18	.07	.65	1.59	4.19	11.26	22.01	32.08	
1956-57	.88	.50	1.12	1.42	1.50	4.46	11.11	20.56	30.82	
1957-58	.17	.13	.39	.39	1.21	4.93	10.65	20.81	32.28	
1958-59	.29	.19	.48	.91	1.72	3.35	9.53	22.85	31.27	
1959-60	.37	.41	.83	1.12	1.45	3.49	10.66	20.62	30.94	



TABLE XIV (Continued)

OCCUPATION	GRADES	Below VII	VII	VIII	IX	X	XI	XII	Boys	Girls	Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
B. OCCUPATIONAL GROUPS (Continued)											
(10) Trade, Employees, Staff-members in Wholesale and Retail Stores, Commercial Travellers, Buyers, Pedlars, Salesmen and Saleswomen.	-	-	2	3	4	5	27	31	24	54	258
(11) Finance and Insurance: Finance and Insurance Officials, Insurance and Real Estate Agents, Stock and Bond Brokers.	-	-	-	-	1	-	1	1	-	3	53
(12) Service: (a) Defense: Navy, Army, Air Force. (b) Public: Civil and Government Employees. (c) Professional: Accountants and Auditors, Clergymen, Lawyers, Physicians and Surgeons, Teachers. (d) Recreational: Members of Theatre Squads, Recreational Superintendents. (e) Personal: Hotel and Restau- rant Staff, Barbers, Hair- dressers, Cooks, Janitors and Cleaners, Tailors, Seamstresses, Watchmen and Gatekeepers. (f) Laundering: Cleaners, Dyers, Pressers.	1	2	5	11	3	51	9	122	5	80	7
(13) Clerical: Bookkeepers and Cashiers, Stenographers and Typists, Office Clerks. (14) Other: Labourers and Unskilled Workers not engaged in Agriculture, Mining or Logging.	-	-	-	-	-	5	1	4	-	2	11
C. MARRIAGE	4	6	29	11	48	27	83	47	59	49	78
D. TO INSTITUTIONS (Not Classified under E)	-	1	-	6	-	16	1	55	4	100	4
E. DEATH OR DISABILITY (Mental or Physical)	4	4	5	2	9	6	15	13	15	6	4
F. UNEMPLOYED	11	2	5	7	6	2	3	6	6	11	3
G. LEFT THE PROVINCE	15	13	23	23	60	48	87	83	43	50	43
H. UNKNOWN	41	33	33	30	15	13	24	17	25	38	32
I. OTHERS NOT ACCOUNTED FOR ABOVE	11	4	17	12	22	22	56	52	207	198	243
TOTAL	7	10	11	9	15	19	20	18	39	29	38



TABLE XV

## MONTHLY SUMMARY OF ATTENDANCE - - - September 1959 to June 1960

Month	Possible Aggregate	Actual Aggregate	Percentage
September	5,658,412.0	5,435,951.0	96.07
October	5,494,314.0	5,235,712.0	95.29
November	5,273,364.5	4,969,784.0	94.24
December	4,569,013.0	4,316,600.5	94.47
January	5,371,122.5	5,057,142.5	94.15
February	5,453,724.5	5,134,968.5	94.15
March	6,180,908.5	5,830,362.0	94.33
April	4,027,045.0	3,827,838.5	95.05
May	5,545,777.0	5,261,458.5	94.87
June	5,626,712.5	5,409,908.0	96.15
	<hr/>	<hr/>	
	53,200,393.5	50,479,725.5	
	<hr/>	<hr/>	
Average monthly percentage of attendance	- - - - -	- - - - -	94.88
Percentage of attendance for the year	- - - - -	- - - - -	94.89

TABLE XVI

## NUMBER OF SCHOOL DAYS ATTENDANCE 1959-60

Days	Pupils Attending	
	Number	Percent
1 - 19	1,412	.51
20 - 39	1,879	.68
40 - 59	2,130	.77
60 - 79	1,898	.68
80 - 99	1,795	.64
100 - 119	2,282	.82
120 - 139	2,802	1.01
140 - 159	6,419	2.31
160 - 179	41,890	15.07
180 - 199	215,363	77.49
200 -	50	.02
	<hr/> 277,920	<hr/> 100.00 %

TABLE XVII  
ENROLMENT AND ATTENDANCE, DIVISIONS, COUNTIES AND DISTRICTS

	Enrolment	No. of Boys	No. of Girls	Aggregate Attendance	Average Attendance
(1) Divisions and Counties	120,996	62,221	58,775	21,923,409.0	114,053.73
(2) <u>Non-Divisional Districts:</u>					
City	97,385	50,146	47,239	17,876,255.5	93,057.03
Town	17,879	9,284	8,595	3,238,482.5	17,036.03
* R.C. Separate Village	31,222	15,946	15,276	5,577,384.0	29,693.78
Consolidated	1,371	718	653	248,706.0	1,290.50
Rural	2,723	1,412	1,311	505,337.5	2,605.64
	6,344	3,204	3,140	1,090,151.0	5,966.23
	277,920	142,931	134,989	50,479,725.5	263,711.86

\* Includes all R.C. Separate School Districts - - - city, town, village and rural

TABLE XVIII

(COMPARATIVE) ENJOINTMENT, ATTENDANCE, TEACHERS AND SALARIES, 1906 to 1959-60 INCLUSIVE

Year	ENJOINTMENT				DAILY AVERAGE ATTENDANCE			Teachers	Teachers' Salaries
	Rural	Town & Village	Rural	Town & Village	Rural	Town	Village		
1906	14,567	14,208	7,396.34	7,386.34	924			386,107.99	
1911	32,098	29,562	16,252.65	16,304.11	2,651			1,144,583.75	
1916	47,987	51,223	27,082.80	33,188.59	4,607			2,421,404.48	
1921-22	66,211	76,691	41,892.60	58,621.94	5,787			5,428,826.20	
1926-27	73,942	80,438	49,826.69	65,298.09	5,380			5,899,839.00	
1931-32	81,438	89,357	62,769.84	76,883.34	5,760			6,406,966.78	
1936-37	84,090	83,860	63,467.96	69,641.12	6,130			5,893,852.44	
1941-42	83,723	77,486	69,842.82	67,635.68	6,336			6,870,176.68	
1942-43	79,470	78,036	61,550.90	65,662.81	6,490			6,935,906.40	
1943-44	77,593	74,392	63,519.59	64,531.08	5,824			7,584,674.59	
1944-45	77,270	75,262	63,777.75	66,318.06	5,945			8,058,586.62	
1945-46	84,260	71,195	62,919.69	70,242.94	5,868			*	
1946-47	85,961	69,556	70,446.46	60,564.26	5,818			**8,841,443.60	
ALL SCHOOLS									
1947-48	156,629			133,409.62	5,458			** 10,281,536.08	
1948-49	160,821			136,690.25	5,779			** 12,429,088.20	
1949-50	167,790			146,387.60	6,039			** 14,264,781.09	
1950-51	173,969			150,012.84	6,788			** 15,505,440.19	
1951-52	179,691			163,453.56	6,938			** 17,162,045.58	
1952-53	189,081			173,954.18	7,138			** 19,142,911.71	
1953-54	201,420			186,495.54	7,455			** 21,487,770.86	
1954-55	212,705			198,519.30	8,274			** 24,425,639.80	
1955-56	223,949			209,035.83	8,815			** 27,410,766.24	
1956-57	234,397			220,419.37	9,273			** 30,411,336.93	
1957-58	247,219			231,123.89	9,970			** 35,381,053.98	
1958-59	261,554			246,356.19	10,855			** 41,666,537.00	
1959-60	277,920			263,711.86	11,789			** 49,127,753.00	

\* Fiscal year changed to Calendar year

\*\* Calendar year 1946 to 1959 (inclusive)

TABLE XIX

DIAGRAM SHOWING THE ENROLLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS

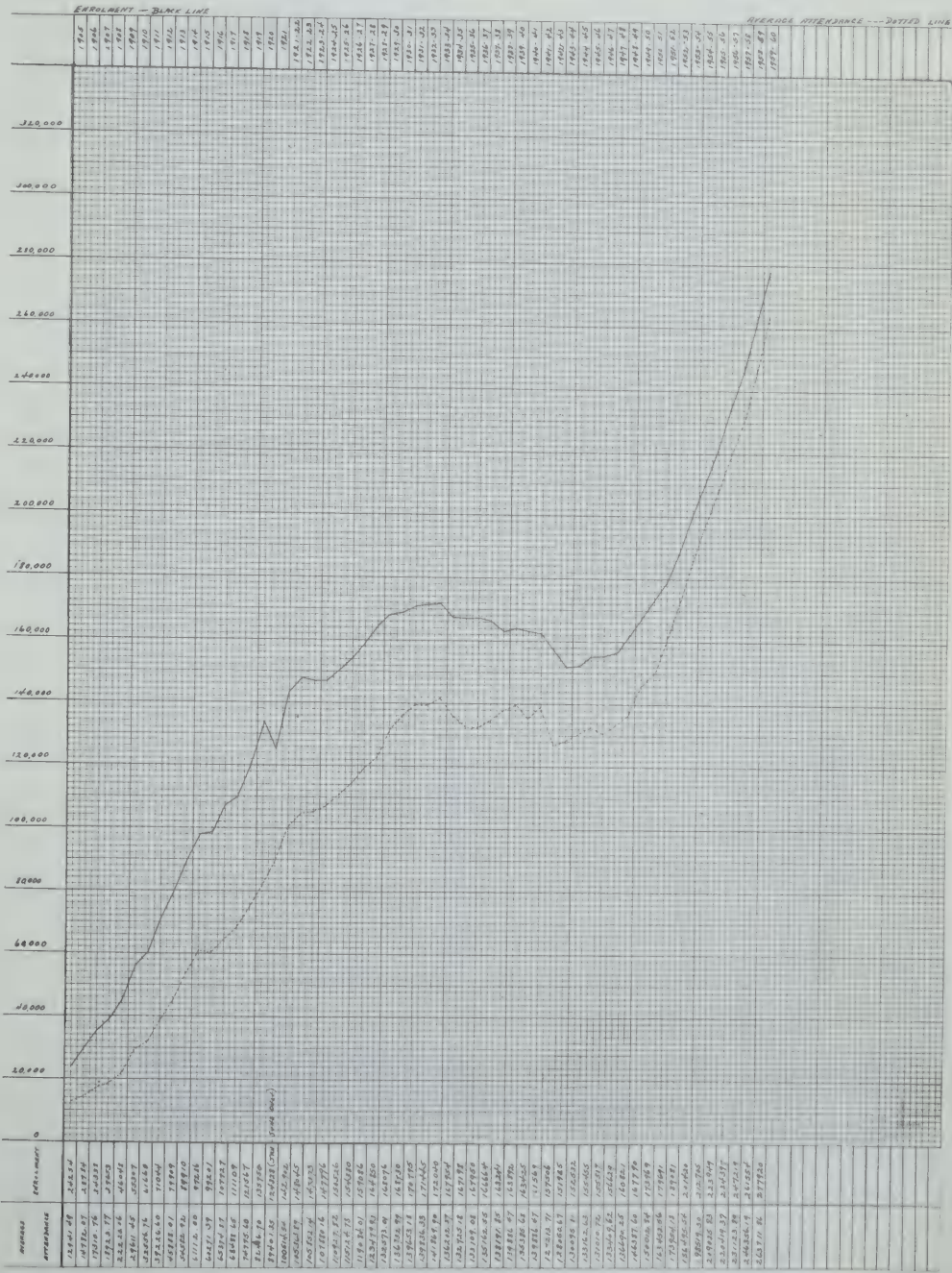


TABLE XX  
PERCENTAGE OF ENROLMENT IN GRADE 1 AND HIGH SCHOOL GRADES FROM 1912

Year	Grade 1	Grades 9 - 12	Grades 7 - 12
1912	32.24	3.92	14.65
1917	24.87	5.62	18.45
1922-23	20.87	8.29	22.73
1927-28	17.57	11.44	26.90
1932-33	13.49	17.13	33.61
1937-38	14.19	18.28	35.22
1942-43	12.07	18.98	36.65
1943-44	12.17	18.61	36.71
1944-45	11.95	19.69	37.59
1945-46	12.01	20.73	38.03
1946-47	12.00	21.00	38.12
1947-48	12.34	20.33	37.32
1948-49	12.76	19.72	36.45
1949-50	13.26	19.53	36.07
1950-51	12.59	19.49	36.17
1951-52	12.47	19.20	35.64
1952-53	13.40	18.88	35.24
1953-54	13.87	18.64	34.96
1954-55	12.42	19.16	35.57
1955-56	12.14	19.50	36.12
1956-57	11.69	19.85	36.38
1957-58	11.71	20.66	36.65
1958-59	11.74	21.25	37.50
1959-60	11.71	21.41	38.77



TABLE XXI

## SUMMARIZED ATTENDANCE RECORD - September 1959 to June 1960

1. Based on number of days individual schools were operated and term of enrolment of individual pupils:	
(a) Enrolment	277,920
(b) Possible pupil - days attendance	53,200,393.5
(c) Actual pupil - days attendance	50,479,725.5
(d) Percent of attendance = $\frac{(c)}{(b)}$	94.89%
(e) Average possible number of days attendance per pupil = $\frac{(b)}{(a)}$	191.42
(f) Average actual number of days attendance per pupil = $\frac{(c)}{(a)}$	181.63
(g) Average number of days lost per pupil = (e) - (f)	9.79
(h) Average daily attendance = $\frac{(c)}{(e)}$	263,711.86
2. Entire school system of Province considered as a unit.	
(a) Number of legal school days	200
(b) Enrolment	277,920
(c) Possible pupil - days attendance (a) x (b)	55,584,000
(d) Actual pupil - days attendance	50,479,725.5
(e) Percent of attendance = $\frac{(d)}{(c)}$	90.82%
(f) Average actual days each student attended school = $\frac{(d)}{(b)}$	181.63
(g) Average days lost by each student = (a) - (f)	18.37
(h) Average daily attendance = $\frac{(d)}{(a)}$	252,398.63

TABLE XXII

PUPIL-LOAD - AVERAGE NUMBER OF PUPILS PER ROOM

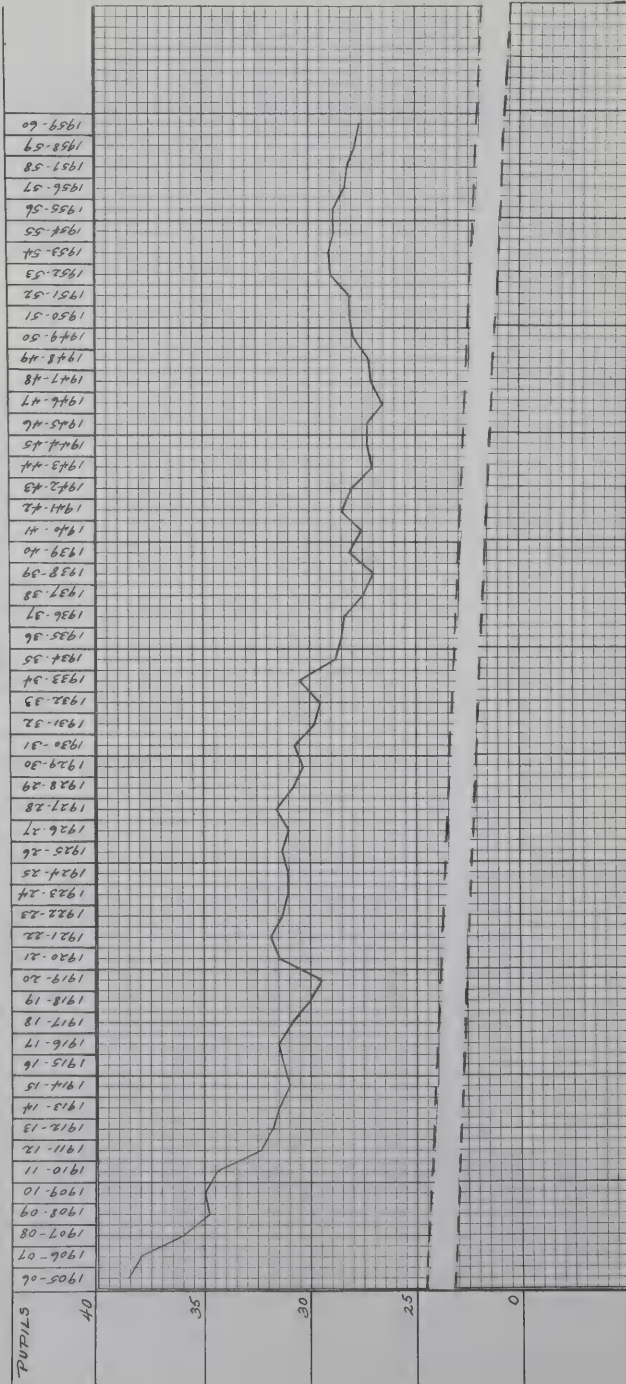


TABLE XXIII

## PER PUPIL EXPENDITURE ON EDUCATION 1949-50, 1958-59, 1959-60

	1949-50	1958-59*	1959-60*
All Schools			
Per year enrolment	157.05	301.46	325.00
Per year (average attendance)	180.00	320.06	342.51
Per day attendance	.917	1.692	1.789
School Divisions and Counties (including many Town, Village and Consolidated School Districts)			
Per year enrolment	174.93	358.92	388.52
Per year (average attendance)	202.51	384.64	412.17
Per day attendance	1.035	2.033	2.144
School Districts Not in Divisions or Counties			
City Public Schools-			
Per year enrolment	144.07	276.08	299.69
Per year (average attendance)	162.82	290.51	313.63
Per day attendance	.822	1.525	1.632
Town & Village Public Schools-			
Per year enrolment	106.51	223.82	244.99
Per year (average attendance)	120.35	234.79	257.33
Per day attendance	.610	1.244	1.344
Consolidated Schools			
Per year enrolment	177.20	302.39	311.28
Per year (average attendance)	198.25	316.38	325.30
Per day attendance	1.015	1.658	1.677
R.C. Separate Schools (City, Town, Village & Rural)			
Per year enrolment	103.40	223.52	248.40
Per year (average attendance)	116.75	236.53	261.18
Per day attendance	.603	1.269	1.390

\*Expenditures are for the calendar year 1958 &amp; 59 respectively

TABLE XXIV

## AVERAGE SALARY RATE OF TEACHERS 1958-59 and 1959-60

	Number of Teachers 1958-59	Average Salary Rate 1958-59		Number of Teachers 1959-60	Average Salary Rate 1959-60
All Schools	10,855	4,445.82	All Schools	11,789	4,785.02
Divisions and Counties	5,289	4,302.70	Divisions and Counties	5,563	4,687.68
<u>Public School Districts:</u>					
City and Town Schools	4,124	4,740.22	City and Town Schools	4,593	5,022.50
Village Schools	59	4,525.12	Village Schools	64	4,862.34
Consolidated Schools	114	4,273.14	Consolidated Schools	118	4,723.61
<u>R.C. Separate School Districts:</u>					
City and Towns	995	4,002.99	City and Towns	1,137	4,296.08
Villages	21	2,431.75	Villages	24	2,757.67

TABLE XXV

## TEACHERS' SALARIES - - - 1959-60 - - - IN ALL SCHOOLS

	Number of Teachers	Highest	Salaries Paid		Average
			Lowest		
Academic, High School and Professional	Male 1,731 Female 1,111	14,361.00 10,700.00	2,800.00 2,000.00		7,013.50 5,951.93
Standard E and Standard S (or both)	Male 494 Female 1,628	10,250.00 8,075.00	2,980.00 2,000.00		5,159.09 4,468.85
Elementary and Intermediate and First	Male 364 Female 1,338	15,000.00 8,900.00	2,930.00 1,900.00		6,303.34 4,554.85
Junior E	Male 573 Female 2,897	6,850.00 7,450.00	2,600.00 1,800.00		3,964.09 3,697.67
Second	Male 41 Female 575	7,420.00 7,360.00	2,500.00 2,400.00		4,720.95 4,225.94
Letter of Authority	Male 207 Female 830	7,500.00 7,700.00	2,600.00 2,000.00		3,865.54 3,660.56
	11,789	15,000.00	1,800.00		4,785.94





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